OXNARD SCHOOL DISTRICT

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

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

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Anabolena DeGenna, Ed.D.
Superintendent
Valerie Mitchell, MPPA
Assistant Superintendent,
Business & Fiscal Services
Natalia Torres, Ed.D.
Assistant Superintendent,
Human Resources
Aracely Fox, Ed.D.
Assistant Superintendent,
Educational Services

AGENDA
REGULAR BOARD MEETING
Wednesday, August 21, 2024

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

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

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a Speaker Request Form and submitting the form to the Assistant Superintendent of 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:

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

A.2. Pledge of Allegiance to the Flag
Nauman Zaidi, Principal, Ritchen School, will introduce Peyton Worrell and Franscisco Amezquita, 4th Grade students in Ms. Lang's class at Ritchen, who will lead the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement
The District's Mission will be read in English by Payton Worrell, 4th grade student in Ms. Lang's class and in Spanish by Nicholas Jones, 5th grade student in Mrs. García's class.
The Vision Statement will be read in English by Josiah Johnson, 5th grade student in Mrs. Ullrich's class and in Spanish by Joshua Nápoles, 5th grade students in Mrs. García's class at Ritchen School.

A.4. Presentation by Ritchen School
Nauman Zaidi, Principal, Ritchen School, will provide a short presentation to the Board regarding Ritchen. 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:

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

A.6. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)
Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a "Speaker Request Form" and submitting the form to the Assistant Superintendent of 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
   - Case #2023-CUOE015904

- 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 Evaluation
     - District Superintendent
   - Public Employee Appointment
     - Assistant Principal, Elementary
     - Manager, Special Programs (ELOP)
     - Manager, Special Education

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 Administrators (DeGenna)
Introduction of newly appointed Oxnard School District administrators:
- Hilary Anderson, Assistant Principal, Marina West
- Gerardo Herincx, Assistant Principal, Soria
- Terry Lopez, Principal, Marina West
- George Uduigwome, Manager, Special Education

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:

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

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

C.1. Request for Approval of Out of State Conference Attendance (DeGenna/Jefferson)
It is the recommendation of the Superintendent and the Director, Special Education, that the Board of Trustees approve out of state conference attendance for Sarah McGraw, Speech-Language Pathologist, to attend the American Speech-Language-Hearing Association's (ASHA) 2024 Annual Convention, December 5-7, 2024 in Seattle, WA, in the amount not to exceed $2,500.00, to be paid from OSSA Funds ($1,500.00) and Title II Funds ($1,000.00).

C.2. Ratification of Allocations of Contract Contingency #16 as found in Amendment #001 to Construction Services 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 Avenue Elementary School Reconstruction Project (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees ratify the Allocation #16 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. The contingency fund began with a fund balance of $797,667.00. There have been allocations totaling $616,505.99, leaving a fund balance of $181,161.01.

C.3. Increase of Hours and Reduction of Hours 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 increase of hours and reduction of hours of positions, as presented.

C.4. 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.5. Approval of Amendment #1 to Agreement #24-53, Franklin Covey Education (DeGenna)
It is the recommendation of the Superintendent that the Board of Trustees approve Amendment #1 to Agreement #24-53 with Franklin Covey Education to cover additional professional development training needs for the 2024-2025 school year, in the amount of $25,000.00, to be paid out of the Supplemental Concentration Fund.

C.6. Approval of Agreement #24-91 – Art Trek, Inc. (Fox/Blevins)
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-91 with Art Trek, Inc., to provide art lessons to Kamala School students to allow teachers to Power Planning, August 22, 2024 through June 30, 2025, in the amount of $10,093.75, to be paid out of Title III Funds.

C.7. Approval of Agreement #24-92 – Disciplina Positiva, Inc. (Fox/Blevins)
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-92 with Disciplina Positiva, Inc., to provide a series of 6 parent workshops to teach families about positive discipline founded on mutual respect, August 22, 2024 through June 30, 2025, in the amount not to exceed $16,000.00, to be paid out of Title III Funds.

C.8. Approval of Agreement #24-93 - Ventura County Office of Education/SELPA (Fox/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-93 with Ventura County Office of Education/SELPA, for Social/Emotional Services Specialists (SESS) to provide behavior consultation to support classroom management skills and behavior management in the classroom, August 26, 2024 through June 30, 2025, in the amount of $200,000.00, to be paid out of MAA Funds.

C.9. Approval of Agreement #24-94, California Association for Bilingual Education (CABE) (Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-94 with California Association for Bilingual Education, to support Plaza Comunitaria, a Spanish literacy program for adults, September 1, 2024 through June 30, 2025, in the amount not to exceed $11,500.00, to be paid out of Title III Funds.

C.10. Approval of Agreement #24-95, California Association for Bilingual Education (CABE) Project 2Inspire (Fox/Ruvalcaba)
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-95 with California Association for Bilingual Education (CABE) Project 2Inspire, to provide Parent Leadership classes by a CABE-trained parent specialist, August 22, 2024 through June 30, 2025, in the amount of $25,500.00, to be paid out of Title I Funds.

C.11. Approval of Agreement #24-96 – Provocative Practice (Fox)
It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-96 with Provocative Practice, to provide guidance, support,

mentoring, and coaching support for the District Newcomer program, August 22, 2024 through June 30, 2025, in the amount of $100,500.00, to be paid out of Supplemental Concentration Funds.

C.12. Approval of Agreement #24-97 – Professional Tutors of America Inc. (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #24-97 with Professional Tutors of America Inc., to provide a range of services for the Special Education Department that may include Behavior Intervention, Counseling & Guidance, Language Speech Development & Remediation, Occupational Therapy, Vocational Education & Career Development, Compensatory Education – Academic Tutoring, Vision Services, and Academic Achievement Test, August 22, 2024 through June 30, 2025, in the amount not to exceed $150,000.00, to be paid out of Special Education Funds.

C.13. Approval of Agreement #24-98 – Dr. Olvera Psychology (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #24-98 with Dr. Olvera Psychology, to provide psychological and educational consulting services for the Special Education Department, September 1, 2024 through June 30, 2025, in the amount not to exceed $30,000.00, to be paid out of Special Education Funds.

C.14. Approval of Agreement #24–100 – Tri-Signal Integration, Inc. (Mitchell/Miller)
It is the recommendation of the Director of Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #24-100 with Tri-Signal Integration, Inc., to provide Annual Fire Alarm System Test and Inspection services for Oxnard School District, August 22, 2024 through June 30, 2025, in the amount of $70,715.00, to be paid out of Routine Restricted Maintenance Funds.

C.15. Approval of Agreement #24-102 – Nate's Place, A Wellness and Recovery Center (Fox/Nocero)
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-102 with Nate's Place, A Wellness and Recovery Center, to provide support and services to 6th – 8th grade students who are at risk of substance abuse and mental health disorders, August 22, 2024 through June 30, 2025, at no cost to Oxnard School District.

C.16. Approval of Agreement #24-103 – Walter D. Schwartz (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-103 with Walter D. Schwartz, to provide services related to collective bargaining training and facilitation services during negotiations, August 22, 2024 through June 30, 2025, in the amount not to exceed $30,000.00 including travel/lodging expenses, to be paid out of the General Fund (Negotiations).

C.17. Approval of Agreement #24-104 – Leadership Associates, LLC (Torres/Carroll)
It is the recommendation of the Assistant Superintendent, Human Resources, and the Director, Certificated Human Resources, that the Board of Trustees approve Agreement #24-104 with Leadership Associates, LLC, to provide up to five (5) days of executive advising services to the Director, Certificated Human Resources, September 1, 2024 through June 30, 2025, in the amount of $11,250.00, to be paid out of the Unrestricted General Fund.

C.18. Approval of Agreement #24-105 – Leadership Associates, LLC (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-105 with Leadership Associates, LLC, to provide up to five (5) days of executive advising services to the Assistant Superintendent, Human Resources, September 1, 2024 through June 30, 2025, in the amount of $11,250.00, to be paid out of the Unrestricted General Fund.

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

C.19. Ratification of Amendment No. 001 to Agreement No. 19-179 with Arcadis International Ltd. (formerly known as IBI Group) to Provide Architectural Engineering Services for McAuliffe Elementary School Modernization Project (Mitchell//Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with CFW, that the Board of Trustees ratify Amendment No. 001 to Agreement No. 19-179 with Arcadis International Ltd. (formerly known as IBI Group), for providing Architectural Engineering Services for the McAuliffe Elementary School Modernization Project, in the amount of $156,636.00, to be paid out of Master Construct and Implementation Funds.

C.20. Ratification of Amendment No. 001 to Agreement No. 19-180 with Arcadis International Ltd. (formerly known as IBI Group) to Provide Architectural Engineering Services for Ritchen Elementary School Modernization Project (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, the Director of Facilities, in consultation with CFW, that the Board of Trustees ratify Amendment No. 001 to Agreement No. 19-180 with Arcadis International Ltd. (formerly known as IBI Group) for providing Architectural Engineering Services for the Ritchen Elementary School Modernization Project, in the amount of $156,636.00, to be paid out of Master Construct and Implementation Funds.

C.21. Ratification of Amendment No. 001 to Agreement No. 23-161 with Flewelling & Moody Architects, Inc. to Provide Architectural Engineering Services for Rose Avenue Elementary School ECDC Project (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters Inc., that the Board of Trustees ratify Agreement #23-161 with Flewelling & Moody Architects, Inc., for providing Architectural Engineering Services for the Rose Avenue Elementary School ECDC Project, in the amount of $12,800.00 (including reimbursable expenses), to be paid from Master Construct and Implementation Funds.

C.22. Ratification of Amendment #001 to Agreement #23-194 with Universal Engineering Sciences to Provide Additional Geotechnical Engineering Services for the Fremont Middle School Reconstruction Project (Mitchell/Miller/CFW)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with CFW, that the Board of Trustees ratify Amendment #1 to Agreement #23-194 with Universal Engineering Sciences, to provide additional geotechnical engineering services for the Fremont Middle School Reconstruction Project, in the amount of $8,250.00, to be paid out of the General Fund.

C.23. Ratification of Agreement #24-90 – Aequor Healthcare Services LLC (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education and the Superintendent that the Board of Trustees ratify Agreement #24-90 with Aequor Healthcare Services LLC, to provide a deaf and hard-of-hearing teacher to the Special Education Department, August 15, 2024 through June 30, 2025, in the amount not to exceed $197,000.00, to be paid out of Special Education Funds.

C.24. Ratification of Agreement #24-99 – Epic Special Education Staffing (DeGenna/Jefferson)
It is the recommendation of the Director, Special Education and the Superintendent that the Board of Trustees ratify Agreement #24-99 with Epic Special Education Staffing, to provide supplemental staffing to the Oxnard School District on an "as needed" basis, August 14, 2024 through June 30, 2025, in the amount not to exceed $600,000.00, to be paid out of Special Education Funds.

C.25. Ratification of Agreement #24-101 – Aspen University (Torres)
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #24-101 with Aspen University, for Janie MacGillivray, OSD School Nurse, to complete a practicum/observation experience while continuing to serve OSD students, August 12, 2024 through December 01, 2025, at no cost to Oxnard School District.

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

D.1. Approval of SPSA's for 2024-2025 school year- School Plans for Student Achievement - 20 schools (Dr. Fox/Thomas)
It is the recommendation of the Assistant Superintendent, Educational Services and Director of School Performance and Student Outcomes that the Board of Trustees approve the SPSA's for 2024-2025 School Year, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.2. Approval of Provisional Internship Permits in Special Education, Mild to Moderate Support Needs, for Joaquin Jimenez to Serve as a 6-8 grade Resource Specialist Teacher at Chavez School and for Alberto Cervantes to Serve as a 4-5 grade Resource Specialist Teacher at Chavez and Ramona Schools for the 2024/2025 School Year (Torres/Carroll)
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permits in Special Education, Mild to Moderate Support Needs, for Joaquin Jimenez to Serve as a 6-8 grade Resource Specialist Teacher at Chavez School and for Alberto Cervantes to Serve as a 4-5 grade Resource Specialist Teacher at Chavez and Ramona Schools for the 2024/2025 School Year.

Board Discussion:
Moved:

Seconded:
Vote:

ROLL CALL VOTE:

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

D.3. Approval of Variable Term Waivers for Pupil Personnel Services Credentials in School Counseling for Nicolette Coppola and Hayley Prushansky to Serve as Behavior Specialists in the Special Education Department for the 2024/2025 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 Variable Term Waivers for Pupil Personnel Services Credentials in School Counseling for Nicolette Coppola and Hayley Prushansky to Serve as Behavior Specialists in the Special Education Department for the 2024/2025 School Year.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

D.4. Ratification of Agreement # 24-106 With City of Oxnard Regarding Off Site Improvements for Rose Avenue Elementary School(Mitchell)
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services that the Board ratify Agreement #24-106 between the District and the City of Oxnard to provide for the construction of the off-site portion of the improvements to allow the school site to connect to the water, sewer, storm water and other City operated systems. The Agreement also provides for certain sidewalk and street improvements to be constructed by the District. The City requires that the District provide certain insurance, bonding, warranties and other commitments in the amount not to exceed $250,000 for the construction of the required improvements, permit fees and other related costs to be paid out of the Master Construct Funds.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

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

F.1. First Reading - E 9270 Conflict of Interest (Mitchell)
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services that the

Board of Trustees review the revision to E 9270 Conflict of Interest for first reading, as presented. The revised policy will be presented for second reading and adoption at the September 4, 2024 Board meeting.

Section G: CONCLUSION

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

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

G.3. ADJOURNMENT
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

Anabolena DeGenna, Ed. D.
District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, August 16, 2024.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section A: Preliminary

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

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a "Speaker Request Form" and submitting the form to the Assistant Superintendent of 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 21, 2024

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
   - Case #2023-CUOE015904
   - 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 Evaluation
   - District Superintendent
   - Public Employee Appointment
   - Assistant Principal, Elementary
   - Manager, Special Programs (ELOP)
   - Manager, Special Education

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

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 21, 2024

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 21, 2024

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District Administrators (DeGenna)

Introduction of newly appointed Oxnard School District administrators:

- Hilary Anderson, Assistant Principal, Marina West
- Gerardo Herincx, Assistant Principal, Soria
- Terry Lopez, Principal, Marina West
- George Uduigwome, Manager, Special Education

FISCAL IMPACT:
Information only.

RECOMMENDATION:
The newly appointed administrators will be introduced to the Board of Trustees.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

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 21, 2024

Agenda Section: Section C: Consent Agenda

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

The Board's approval is requested for Sarah McGraw, Speech-Language Pathologist, to attend the American Speech-Language-Hearing Association's (ASHA) 2024 Annual Convention, December 5-7, 2024 in Seattle, WA. Participants will attend professional development seminars and receive information relative to research relevant to the field of Speech-Language Pathology.

FISCAL IMPACT:
Not to exceed $2,500.00 for registration, travel, meals and lodging, to be paid from OSSA Funds ($1,500.00) and Title II Funds ($1,000.00).

RECOMMENDATION:
It is the recommendation of the Superintendent and the Director, Special Education, that the Board of Trustees approve out of state conference attendance for Sarah McGraw, Speech-Language Pathologist, to attend the American Speech-Language-Hearing Association's (ASHA) 2024 Annual Convention, December 5-7, 2024 in Seattle, WA, as outlined above.

ADDITIONAL MATERIALS:

Attached: ASHA Conference Information (1 page)

About the ASHA Convention

The annual ASHA Convention is the premier professional development and networking event for speech-language pathologists; audiologists; speech, language, and hearing scientists; assistants; and students. It offers a robust in-person education program with supplemental virtual content.

Dates and Location

The 2024 ASHA Convention will be held December 5–7, 2024 at the Seattle Convention Center in Seattle, Washington. The Seattle Convention Center is comprised of two buildings and ASHA will be using both:

- The Arch building is at 705 Pike Street.
  The main pedestrian entrance to Arch is on the corner of 7th Avenue and Pike Street, and the Arch drop-off points are 725 Pike (private/rideshare) and 800 Convention Place (bus).
- The Summit building is at 900 Pine Street, just over a block away from Arch.
  The main pedestrian entrance is on the corner of 9th Avenue and Pine Street, and the drop-off location is on 9th Avenue between Pine Street and Olive Way (private/rideshare and bus).

Some activities will also be held at our Co-Leadership hotels:

- Hyatt Regency Seattle, 808 Howell Street
- Sheraton Grand Seattle, 1400 Sixth Avenue

These facilities are not connected, but we will have plenty of guidance on hand to help you get to where you need to go. If you have a mobility challenge, scooter and wheelchair rentals are available trhough Scootaround to help you get around at the ASHA Convention.

News and Announcements

Read about important updates and other news about the ASHA Convention.

Why Attend the ASHA Convention?

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OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Ratification of Allocations of Contract Contingency #16 as found in Amendment #001 to Construction Services 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 Avenue Elementary School Reconstruction Project (Mitchell/Miller/CFW)

The District's Master Construction Program adopted by the Board in January 2017 identified Rose Avenue elementary School as needing extensive modernization to existing classrooms, the MPR/food services building, electrical and other utilities, playfields, vehicular areas, lunch shelters and play equipment, as well as the need for construction of a library/media center.

The Board approved the negotiated GMP and the Amendment No 001 to the Lease Agreement as executed in the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Balfour Beatty Construction to complete the Work identified in IBI's architectural drawings for the Rose Ave Elementary School Reconstruction Project on September 22, 2021.

The "GMP" for the Project is Forty-one Million Six Hundred Seventy-Eight Thousand Three Hundred Ninety-Three Dollars and No Cents ($41,678,393.00). The GMP also consists of (1) a Contractor Contingency in the amount of One Million Six Hundred Ninety-five Thousand Forty-Two Dollars and No Cents ($1,695,042.00), (2) Sublease Payments in the amount of $173,660 per month for 12 months for a total lease value of Two Million Eighty-Three Thousand Nine Hundred Twenty Dollars and No Cents ($2,083,920.00) pursuant to terms and payment schedule as amended and set forth in the Sublease. There are also Allowances included in the GMP for specific purposes. The total Contractor Contingency Allowance is in the amount of Seven Hundred Ninety-Seven Thousand Six Hundred Sixty-Seven Dollars and No Cents ($797,667.00).

We are seeking ratification of draws from the various funds that were set up within the GMP according to contract documents. The contract documents allow funds to be drawn from the accounts with District approval. The Director of Facilities has been designated to provide the initial approval. The accompanying document lists all the account draws approved to date for the Contractor Contingency.

Fund activity is as follows:

Contractor Contingency Allocation Approval: This contingency fund began with a fund balance of Seven Hundred Ninety-Seven Thousand Six Hundred Sixty-Seven Dollars and No Cents ($797,667.00). There have been allocations totaling Six Hundred Sixteen Thousand Five Hundred Five Dollars and Ninety-Nine Cents ($616,505.99) leaving a fund balance of One Hundred Eighty-One Thousand One

Hundred Sixty-One Dollars and One Cent ($181,161.01).

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees ratify the Allocation #16 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.

ADDITIONAL MATERIALS:

Attached: Contractor Contingency Allocation #16 - Balfour Beatty Construction LLC - Rose Ave ES Reconstruction Project (2 Pages)
CDR 88 R3 - CE 183 (22 Pages)
CDR 177 R1 - CE 347 (10 Pages)
CDR 178 R1 - CE 83 (10 Pages)
CDR 183 - CE 353 (9 Pages)

CONTRACTOR CONTINGENCY ALLOCATION APPROVAL

Date: 08/21/2024

Contractor Contingency Approval NO. 16

PROJECT: Rose Ave. ES K-5 Reconstruction
O.S.D. BID No. N/A
O.S.D. Agreement No. 17-158

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

ARCHITECT: IBI/Arcadis
537 South Broadway
Los Angeles CA 90015

CONTRACTOR: Balfour Beatty Construction LLC
13520 Evening Creek Dr. North #270
San Diego CA 92128

Attn: Dennis Kuykendall

Architects Proj. No.: 109990
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-119284

CONFORMANCE WITH CONTRACT DOCUMENTS, PROJECT MANUAL, DRAWINGS AND SPECIFICATION. All Change Order work shall be in strict conformance with the Contract Documents, Project Manual, Drawings, and Specifications as they pertain to work of a similar nature.

ORIGINAL CONTRACTOR CONTINGENCY SUM PER GMP.....**$ 797,667.00**

NET CHANGE - ALL PREVIOUS CONTRACTOR ALLOCATIONS.....**$ (611,999.99)**

ADJUSTED CONTINGENCY SUM.....**$ 185,667.01**

NET CHANGE – ALLOCATION #16 **$ (4,506.00)**

Total Allocations to Date: .....**$ (616,505.99)**

ADJUSTED CONTINGENCY SUM THROUGH NO #16.....**$ 181,161.01**

Commencement Date: .....November 1, 2021
Original Completion Date: .....October 5, 2023
Original Contract Time: .....705 Calendar Days
Time Extension for all Previous Change Orders: .....**97 Days**
Time Extension for this Change Order: .....0 Days
Adjusted Completion Date: .....January 12, 2024

Total Contractor Contingency Allocation Approval No. 16 …… $4,506.0

APPROVAL (REQUIRED):

BOARD APPROVAL **DATE:**_____

ASST. SUPT./PURCHASING DIRECTOR:_____ **DATE:**_____

CONTRACTOR:_____ **DATE:**_____

Item	Description	Additional Cost related to Bid/Buyout	Conflicts Discrepancies or Errors in Documents	Additional Work Required by IOR or Other Agency not in Plans	Other Item Agreed to by District and Contractor
1.	CDR #88 R3 – Landscape and Irrigation Changes				($3,827.00)
2.	CDR #177 R1 – Admin Lobby Flooring Changes				$2,564.00
3.	CDR #178 R1 – MPR Speaker cover installation				$3,574.00
4.	CDR #183 – Install roof run off diverter				$2,195.00
5.	Totals				$4,506.00

	Owner	X	Oxnard School District
Contingency	Architect	X	IBI Group
Draw	Contractor	X	Balfour Beatty
Request (CDR)	PM	X	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 088 R3

Date: 4-10-2024

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

The Contract is changed as follows:

Ref. Cost Event #183 / CDR 088 R3 - ASI 28R Irrigation & Landscaping Changes Provide labor, equipment and materials for the following: - Excavate & Install additional 60 ft. of 2" sch 40 pvc sleeves going across road and parkway - Backfill & compact trenches from sleeves - Install 14 gallon plants	$ (3,827.00)

Removed cost for underground sleeving

☐ The cost of this work will be drawn from Contractor Contingency:

☐ The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By :	By:
Date: 4/10/24	Date: 04/16/2024	Date:

OWNER - Oxnard School District By : _____ Date: _____

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	4-10-2024
Permit Number:	DSA# 03-119284	Change Event No.:	183
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event #183 / CDR 088 R3 - ASI 28R Irrigation & Landscaping Changes

Provide labor, equipment and materials for the following:
- Excavate & Install additional 60 ft. of 2" sch 40 pvc sleeves going across road and parkway
- Backfill & compact trenches from sleeves
- Install 14 gallon plants

A.	**Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)**				
			$ -		
				Subtotal A:	**$ -**
B.	**Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)**				
	Premierwest Landscaping (Additive)		$ 7,776.04		
	Premierwest Landscaping (Deductive)		$ (11,603.22)		
				Subtotal B:	**$ (3,827.18)**
C.	**General Contractor's Cost**				
	Material (See attached supporting documentation.)		$ -		
	Taxes at 9.5% of Material		$ -		
	Labor (includes Fringe Benefits)		$ -		
	Payroll Taxes and Insurances at 9.5% of Labor		included above		
	Construction Equipment (see attached supporting documentation)		$ -		
				Subtotal C:	**$ -**
D.	**General Contractor's Overhead and Profit***	* N/A for Contingency Draw Requests			
	Overhead & Profit 5% of Subtotal A				
	Overhead & Profit 5% of Subtotal B		n/a		
	Overhead & Profit 10% of Subtotal C		$ -		
				Subtotal D:	**$ -**
E.	**Bond at 1%**	**$ -** 0%		**Subtotal E:**	**$ -**
	Grand Total = (A + B + C + D + E)				**$ (3,827.00)**

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2024-04-10

Print Name & Title (General Contractor) — Signature — Date

Change Order Work

C.C.O. NO. **6 rev.2 ADD**

PROJECT NO.		DATE PERFORMED		AMOUNT AUTHORIZED	$
PROJECT NAME	Rose Avenue ES	DATE OF REPORT	4/10/2024 0:00	PREVIOUS EXPENDITURE	$
				TODAY	$
WORK PERFORMED BY	**PREMIERWEST LANDSCAPE, INC.**			TO DATE	$
				CONTRACTOR JOB NO.	
DESCRIPTION OF WORK	ASI 028R Access Road			CONTRACTOR REPORT NO.	

EQUIP. NO	EQUIPMENT	HOURS	HOURLY RATE	EXTENDED AMOUNTS
1	Mini Excavator	8	$58.13	$465.04
		1	$238.76	$238.76
				$0.00
				$0.00
				$0.00
				$0.00
				$703.80

P. R. NO	LABOR		HOURS	HOURLY RATE	EXTENDED AMOUNTS
	Foreman	REG.			$0.00
	Operator	REG.	8	$84.49	$675.92
	Journeyman x2 men	REG.	29	$71.91	$2,085.39
	Apprentice	REG.			$0.00
	Apprentice 2	REG.			$0.00
	Apprentice 3	REG.	37	$53.68	$1,986.16
	Tradesmen	REG.	35	$26.39	$923.65
		REG.			$0.00
	SUB-TOTAL		109	Total Labor	$5,671.12

MATERIAL AND/OR WORK DONE BY SPECIALISTS

DESCRIPTION	No. Unit	Unit Cost	Total Item Cost
Added Material	1	$354.10	$354.10
*See backup for material breakout			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
TOTAL COST OF MATERIALS			**$354.10**
+ 9.25% SALES TAX ON MATERIALS			**$32.75**
TOTAL COST OF MATERIALS			**$386.85**

ADDED PERCENTAGE - (SEE SPECIAL PROVISIONS)		
SURCHARGE HANDBOOK)		
LABOR SURCHARGE - 11% ON SATURDAY RATE		$0.00
TRAVEL EXPENSE NO. @ $		
OTHER		
TOTAL COST OF LABOR	A	$5,671.12
TOTAL COST OF MATERIALS & EQUIPMENT	B	$1,090.65
TOTAL SUBCONTRACTOR COST		$6,761.77
15% ON LABOR		$850.67
15% ON EQUIPMENT AND MATERIAL		$163.60
TOTAL THIS REPORT		**$7,776.04**

ACCEPTED FOR PROGRESS PAYMENT

PD. ON EST. NO. _____
CHECKED BY_____

ROSE AVENUE ES
ASI 028R ADDED MATERIAL COST

ADDED

Name	Qty	Units	Cost Each	Price Total
IRRIGATION				
2" SCH 40 PVC PIPE SLEEVE	40	FT	$1.92	$76.60
			ADDED IRRIGATION SUBTOTAL	**$76.60**

TREES & SHRUBS	Qty	Units	Cost Each	Price Total
5 GAL LIGUSTRUM JAPONICUM 'TEXANUM'/ WAXLEAF PRIVET	5	EA	14.00	70.00
5 GAL PHORMIUM 'FIREBIRD'/ NEW ZEALAND FLAX	9	EA	20.00	180.00
11% FREIGHT	1	EA	27.50	27.50
			ADDED IRRIGATION SUBTOTAL	**$277.50**

TOTAL ADDED MATERIAL COST $354.10

Change Order Work

C.C.O. NO. **8 rev.1** **CREDIT**

PROJECT NAME	Rose Avenue ES	DATE PERFORMED	
		DATE OF REPORT	3/28/2024 0:00
WORK PERFORMED BY	**PREMIERWEST LANDSCAPE, INC.**		
DESCRIPTION OF WORK	**ASI 028R Access Road**		

AMOUNT AUTHORIZED	$
PREVIOUS EXPENDITURE	$
TODAY	$
TO DATE	$
CONTRACTOR JOB NO.	
CONTRACTOR REPORT NO.	

EQUIP. NO	EQUIPMENT	HOURS	HOURLY RATE	EXTENDED AMOUNTS
1	Skid Steer	8	$51.88	($415.04)
	Rental Fees	1	$354.40	($354.40)
				$0.00
				$0.00
				$0.00
				$0.00
				($769.44)

P. R. NO	LABOR		HOURS	HOURLY RATE	EXTENDED AMOUNTS
	Superintendent	REG.			
	Operator	REG.	8	$84.49	($675.92)
	Journeyman	REG.	37	$71.91	($2,660.67)
	Apprentice	REG.			$0.00
	Apprentice 2	REG.			$0.00
	Apprentice 3	REG.	45	$53.68	($2,415.60)
	Tradesmen	REG.	45	$26.39	($1,187.55)
		REG.			$0.00
				SUB-TOTAL	($6,939.74)

MATERIAL AND/OR WORK DONE BY SPECIALISTS

DESCRIPTION	No. Unit	Unit Cost	Total Item Cost
Deleted Material*	1	$2,179.02	($2,179.02)
*See Backup for Material Breakout			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00

ADDED PERCENTAGE - (SEE SPECIAL PROVISIONS)		
SURCHARGE HANDBOOK)		
LABOR SURCHARGE - 11% ON SATURDAY RATE		$0.00
9.8% Workmans comp per $100		
TRAVEL EXPENSE NO. @ $		
OTHER		
TOTAL COST OF LABOR	A	($6,939.74)
TOTAL COST OF MATERIALS & EQUIPMENT	B	($3,150.02)
TOTAL SUBCONTRACTOR COST		($10,089.76)
15% ON LABOR		($1,040.96)
15% ON EQUIPMENT AND MATERIAL		($472.50)
TOTAL THIS REPORT		**($11,603.22)**

TOTAL COST OF MATERIALS		**($2,179.02)**
+ 9.25% SALES TAX ON MATERIALS		**($201.56)**
TOTAL COST OF MATERIALS		**($2,380.58)**

ACCEPTED FOR PROGRESS PAYMENT

PD. ON EST. NO. _____
CHECKED BY_____

Rose Avenue ES Reconstruction
ASI 028R DELETED MATERIAL

DELETED

Name	Qty	Units	Cost Each	Price Total
IRRIGATION				
DRIPLINE 5/8" I.D. POLY. PIPE (TORO BLUE STRIPE) 500' ROLL	4	EA	$39.53	$158.11
TORO NGE-PC EMITTERS (1.0 GPH)	221	EA	$0.14	$30.28
1" SCH 80 FEMALE ADAPTER	10	EA	$0.18	$1.77
1"x CLOSE SCH 80 NIPPLE	10	EA	$0.55	$5.53
1" SCH 40 PVC LATERAL PIPE	80	FT	$0.58	$46.00
			DELETED IRRIGATION SUBTOTAL	**$241.69**

SHRUBS	Qty	Units	Cost Each	Price Total
1 GAL GREVILLEA LANIGERA 'COASTAL GEM'/ WOOLLY GREVILLEA 4' O.C.	35	EA	5.00	175.00
1 GAL LANTANA MONTEVIDENSIS/ TRAILING LANTANA 4' O.C.	10	EA	2.75	27.50
5 GAL LEPTOSPERMUM S. 'HELENE STRYBING'/ NEW ZEALAND TEA TREE	20	EA	9.85	197.00
5 GAL PHORMIUM 'YELLOW WAVE'/ NEW ZEALAND FLAX	5	EA	17.50	87.50
5 GAL WESTRINGIA FRUTICOSA 'SMOKEY'/ COAST ROSEMARY	34	EA	8.95	304.30
			DELETED PLANTS SUBTOTAL	**$791.30**

SOIL AMENDMENT & MULCH	Qty	Units	Cost Each	Price Total
NITROLIZED SOIL AMENDMENT	10	CYDS	8.60	86.03
GORILLA HAIR BARK MULCH	25	CYDS	42.40	1060.00
			DELETED SOIL & MULCH SUBTOTAL	**$1,146.03**

DELETED MATERIAL TOTAL $2,179.02

Carbajal, Filbert

From: Ruiz, Ruben <ruben.ruiz@arcadis.com>
Sent: Wednesday, April 3, 2024 15:31
To: gschober@cfwinc.com
Cc: Garcia, Alex; Kuykendall, Dennis; Carbajal, Filbert; Hurtado Vazquez, Ivan; Alamillo, Rafael; timhoyt5@yahoo.com; michael@oasisassoc.com; scott@oasisassoc.com; designer@oasisassoc.com
Subject: Project: OSD Rose Ave. ES - Change Order Proposal Sent - CDR 88 R2 - CE 183 - ASI 28R Irrig... - CPR_Pricing_Review:088 R2:kG4Z3
Attachments: CDR 88 R2 - CE 183 - ASI 28R Landscape.pdf; Transmittal_ChangeOrderProposal - 088 R2 (Sent).pdf

External Email

Gearald,

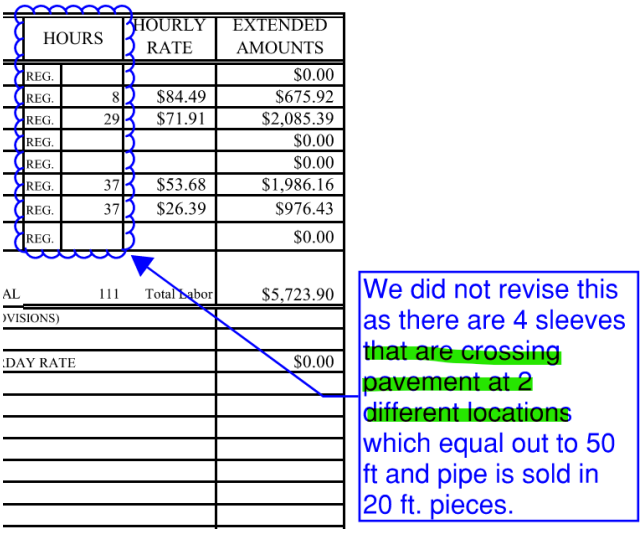
Please see attached **CDR 88 R2**, for your review.

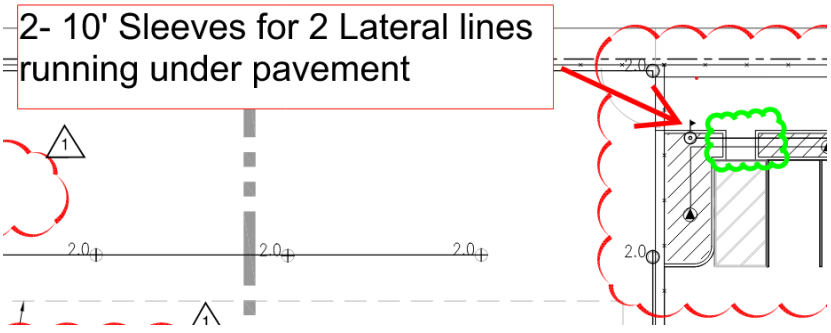
It's our understanding that the pathway between the parking lot and the access road will be removed and a continuous planter will eventually be provided.

You may recall that curb in this area is scheduled to be redone by BBC once the project is completed.

Premier Landscaping is charging for underground sleeving, but if we are to tear the pathway out then we can eliminate some of this cost from the CDR.

Please confirm.





Ruben Ruiz – LEED GA
Project Manager
4119 Broad Street, Suite 210
San Luis Obispo CA 93401 United States
tel +1 805 546 0433 ext 56677 fax +1 805 546 0504
www.arcadis.com

NOTE: This email message/attachments may contain privileged and confidential information. If received in error, please notify the sender and delete this e-mail message.

Notification about Change Order Proposal **CDR 88 R2 - CE 183 - ASI 28R Irrigation & Landscape Changes**

Remarks

See attached.

Change Order Proposal Info

To: **Gerald Schober (CFW Los Angeles)**
From: **Ruben Ruiz (Arcadis)**
CC: **Alex Garcia; Dennis Kuykendall (Balfour Beatty Construction); Filbert Carbajal (Balfour Beatty Construction); Ivan Hurtado (Balfour Beatty Construction); Rafael Alamillo (Balfour Beatty Construction); Tim Hoyt (Tim Hoyt Construction Services Inc.); Michael Cripe (Oasis Associates, Inc.); Scott Wright (Oasis Associates, Inc.); Siena Wagner**
Purpose: **For Information Only**

Transferred Files

	Owner	[X]	Oxnard School District
Contingency	Architect	[X]	IBI Group
Draw	Contractor	[X]	Balfour Beatty
Request (CDR)	PM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 088 R1

Date: 2-5-2024

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

Revise and Resubmit.
- See attached L-1 to eliminate sock bubbles and revert to drip emitters per original DSA Approved plans.
Reduce Additive Cost.
- See remarks page 6 regarding hours to trench.
Hours seem excessive for one trench.

The Contract is changed as follows:

Ref. Cost Event #183 / CDR 088 R1 - ASI 28R Irrigation & Landscaping Changes

Provide labor, equipment and materials for the following:
- ~~Install 14 additional 36" root watering systems with filter sock~~ Remove per attached L-1
- Excavate & Install additional 60 ft. of 2" sch 40 pvc sleeves going across road and parkway Review hours. Road is not 60 ft.
- Backfill & compact trenches from sleeves OK
- Install 14 gallon plants

$ ~~(3,297.19)~~

[ ] The cost of this work will be drawn from Contractor Contingency:

[ ] The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By :	By:
Date: 2/5/24	Date:	Date:

OWNER - Oxnard School District By : _____ Date: _____

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	2-5-2024
Permit Number:	DSA# 03-119284	Change Event No.:	183
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event #183 / CDR 088 R1 - ASI 28R Irrigation & Landscaping Changes

Provide labor, equipment and materials for the following:
- Install 14 additional 36" root watering systems with filter sock
- Excavate & Install additional 60 ft. of 2" sch 40 pvc sleeves going across road and parkway
- Backfill & compact trenches from sleeves
- Install 14 gallon plants

A. Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)				
	$	-		
			Subtotal A:	**$**
B. Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)				
Premierwest Landscaping (Additive)	$	9,107.20		
Premierwest Landscaping (Deductive)	$	(12,404.39)		
			Subtotal B:	**$** **(3,297.19)**
C. General Contractor's Cost				
Material (See attached supporting documentation.)	$	-		
Taxes at 9.5% of Material	$	-		
Labor (includes Fringe Benefits)	$	-		
Payroll Taxes and Insurances at 9.5% of Labor		included above		
Construction Equipment (see attached supporting documentation)	$	-		
			Subtotal C:	**$** -
D. General Contractor's Overhead and Profit*	* N/A for Contingency Draw Requests			
Overhead & Profit 5% of Subtotal A				
Overhead & Profit 5% of Subtotal B		n/a		
Overhead & Profit 10% of Subtotal C		$ -		
			Subtotal D:	**$** -
E. Bond at 1%	**$** -	0%	**Subtotal E:**	**$** -
Grand Total = (A + B + C + D + E)				**$** **(3,297.19)**

The added cost is due to the additional root watering systems, plants, & sleeves that were added in ASI 28. We separated what was added from what was deleted as to not cause any confusion between the two and to clearly show what went into each. We had to do an additive COP because there is added scope.

See revised Sheet L-1 to eliminate Sock Bubblers, and install drip emitters on trees per original DSA Approved Plans
Reduce Additive cost as required.

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

Rafael Alamillo, Project Manager - Balfour Beatty	Rafael Alamillo	2024-02-05
Print Name & Title (General Contractor)	Signature	Date

Change Order Work

C.C.O. NO. **6** **ADD**

PROJECT NO.
PROJECT NAME Rose Avenue ES
DATE PERFORMED
DATE OF REPORT 7/24/2023 0:00
WORK PERFORMED BY **PREMIERWEST LANDSCAPE, INC.**
DESCRIPTION OF WORK ASI 028R Access Road

AMOUNT AUTHORIZED $
PREVIOUS EXPENDITURE $
TODAY $
TO DATE $
CONTRACTOR JOB NO.
CONTRACTOR REPORT NO.

EQUIP. NO	EQUIPMENT	HOURS	HOURLY RATE	EXTENDED AMOUNTS
1	Mini Excavator	8	$58.13	$465.04
		1	$238.76	$238.76
				$0.00
				$0.00
				$0.00
				$0.00
				$703.80

P. R. NO	LABOR		HOURS	HOURLY RATE	EXTENDED AMOUNTS
	Foreman	REG.			$0.00
	Operator	REG.	8	$84.49	$675.92
	Journeyman x2 men	REG.	32	$71.91	$2,301.12
	Apprentice	REG.			$0.00
	Apprentice 2	REG.			$0.00
	Apprentice 3	REG.	40	$53.68	$2,147.20
	Tradesmen	REG.	40	$26.39	$1,055.60
		REG.			$0.00
		AL	120	Total Labor	$6,179.84
		OVISIONS)			
		RDAY RATE			$0.00

Hours seem excessive for one trench under a 15 foot wide road.
Reduce hours to be more realistic.

MATERIAL AND/OR WORK DONE BY SPECIALISTS

DESCRIPTION	No. Unit	Unit Cost	Total Item
Added Material	1	$947.98	$947.98
*See backup for material breakout			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00

TRAVEL EXPENSE NO. @ $

OTHER

TOTAL COST OF LABOR	A	$6,179.84
TOTAL COST OF MATERIALS & EQUIPMENT	B	$1,739.47
TOTAL SUBCONTRACTOR COST		$7,919.31
15% ON LABOR		$926.98
15% ON EQUIPMENT AND MATERIAL		$260.92
TOTAL THIS REPORT		**$9,107.20**

TOTAL COST OF MATERIALS	**$947.98**
+ 9.25% SALES TAX ON MATERIALS	**$87.69**
TOTAL COST OF MATERIALS	**$1,035.67**

ACCEPTED FOR PROGRESS PAYMENT

PD. ON EST. NO. _____
CHECKED BY_____

Why is this being treated as a new bid?

ROSE AVENUE ES
ASI 028R ADDED MATERIAL COST

ADDED

Name	Qty	Units	Cost Each	Price Total
IRRIGATION				
RAINBIRD RWS-B-1401 TREE BUBBLER	14	EA	$36.39	$509.40
RAINBIRD RWS-SOCK	14	EA	$3.30	$46.17
2" SCH 40 PVC PIPE SLEEVE	60	FT	$1.92	$114.90
			ADDED IRRIGATION SUBTOTAL	**$670.48**

Revise per attached L-1

TREES & SHRUBS	Qty	Units	Cost Each	Price Total
5 GAL LIGUSTRUM JAPONICUM 'TEXANUM'/ WAXLEAF PRIVET	5	EA	14.00	70.00
5 GAL PHORMIUM 'FIREBIRD'/ NEW ZEALAND FLAX	9	EA	20.00	180.00
11% FREIGHT	1	EA	27.50	27.50
			ADDED IRRIGATION SUBTOTAL	**$277.50**

TOTAL ADDED MATERIAL COST $947.98

Change Order Work

C.C.O. NO.	6 **CREDIT**
AMOUNT AUTHORIZED	$
PREVIOUS EXPENDITURE	$
TODAY	$
TO DATE	$
CONTRACTOR JOB NO.	
CONTRACTOR REPORT NO.	

PROJECT NAME	Rose Avenue ES
DATE PERFORMED	
DATE OF REPORT	7/24/2023 0:00
WORK PERFORMED BY	**PREMIERWEST LANDSCAPE, INC.**
DESCRIPTION OF WORK	**ASI 028R Access Road**

EQUIP. NO	EQUIPMENT	HOURS	HOURLY RATE	EXTENDED AMOUNTS
1	Mini-Excavator	8	$58.13	($465.00)
	Rental Fees	1	$238.76	($238.76)
				$0.00
				$0.00
				$0.00
				$0.00
				($703.76)

P. R. NO	LABOR		HOURS	HOURLY RATE	EXTENDED AMOUNTS
	Superintendent	REG.			
	Operator	REG.	8	$84.49	($675.92)
	Journeyman	REG.	40	$75.27	($3,010.80)
	Apprentice	REG.			$0.00
	Apprentice 2	REG.			$0.00
	Apprentice 3	REG.	48	$56.32	($2,703.36)
	Tradesmen	REG.	48	$26.39	($1,266.72)
		REG.			$0.00
				SUB-TOTAL	($7,656.80)
	ADDED PERCENTAGE - (SEE SPECIAL PROVISIONS)				
	SURCHARGE HANDBOOK)				
	LABOR SURCHARGE - 11% ON SATURDAY RATE				$0.00
	9.8% Workmans comp per $100				
	TRAVEL EXPENSE		NO.	@ $	
	OTHER				

MATERIAL AND/OR WORK DONE BY SPECIALISTS

DESCRIPTION	No. Unit	Unit Cost	Total Item Cost
Deleted Material	1	$2,220.47	($2,220.47)
*See backup for material breakout			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
TOTAL COST OF MATERIALS			**($2,220.47)**
+ 9.25% SALES TAX ON MATERIALS			**($205.39)**
TOTAL COST OF MATERIALS			**($2,425.86)**

TOTAL COST OF LABOR	A	($7,656.80)
TOTAL COST OF MATERIALS & EQUIPMENT	B	($3,129.62)
TOTAL SUBCONTRACTOR COST		($10,786.42)
15% ON LABOR		($1,148.52)
15% ON EQUIPMENT AND MATERIAL		($469.44)
TOTAL THIS REPORT		**($12,404.39)**

ACCEPTED FOR PROGRESS PAYMENT

PD. ON EST. NO. _______
CHECKED BY_________

Rose Avenue ES Reconstruction
ASI 028R DELETED MATERIAL

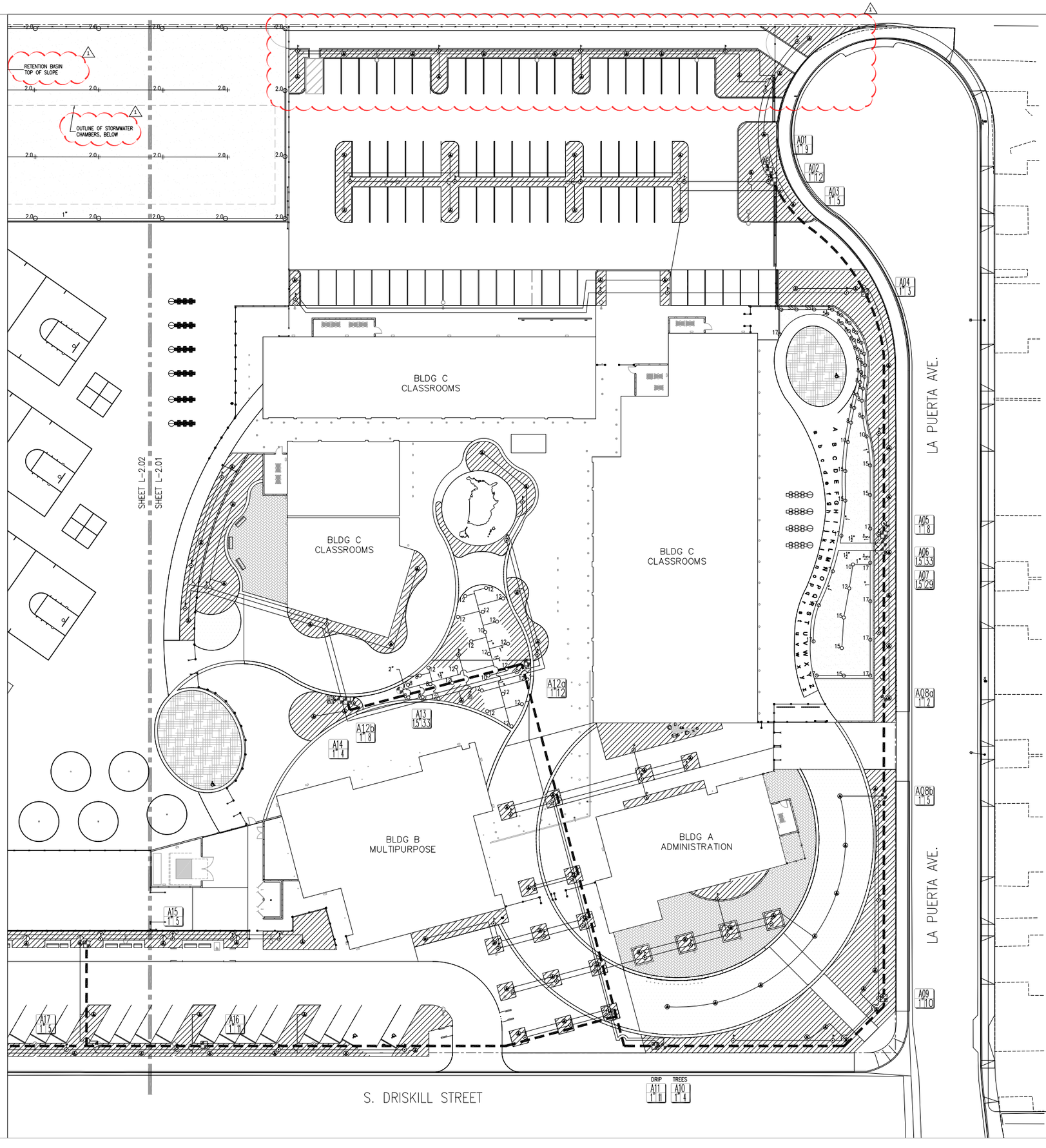
DELETED

Name	Qty	Units	Cost Each	Price Total
IRRIGATION				
DRIPLINE 5/8" I.D. POLY. PIPE (TORO BLUE STRIPE) 500' ROLL	5	EA	$39.53	$197.64
TORO NGE-PC EMITTERS (1.0 GPH)	235	EA	$0.14	$32.20
1" SCH 80 FEMALE ADAPTER	10	EA	$0.18	$1.77
1"x CLOSE SCH 80 NIPPLE	10	EA	$0.55	$5.53
1" SCH 40 PVC LATERAL PIPE	80	FT	$0.58	$46.00
			DELETED IRRIGATION SUBTOTAL	**$283.14**

SHRUBS	Qty	Units	Cost Each	Price Total
1 GAL GREVILLEA LANIGERA 'COASTAL GEM'/ WOOLLY GREVILLEA 4' O.C.	35	EA	5.00	175.00
1 GAL LANTANA MONTEVIDENSIS/ TRAILING LANTANA 4' O.C.	10	EA	2.75	27.50
5 GAL LEPTOSPERMUM S. 'HELENE STRYBING'/ NEW ZEALAND TEA TREE	20	EA	9.85	197.00
5 GAL PHORMIUM 'YELLOW WAVE'/ NEW ZEALAND FLAX	5	EA	17.50	87.50
5 GAL WESTRINGIA FRUTICOSA 'SMOKEY'/ COAST ROSEMARY	34	EA	8.95	304.30
			DELETED PLANTS SUBTOTAL	**$791.30**

SOIL AMENDMENT & MULCH	Qty	Units	Cost Each	Price Total
NITROLIZED SOIL AMENDMENT	10	CYDS	8.60	86.03
GORILLA HAIR BARK MULCH	25	CYDS	42.40	1060.00
			DELETED SOIL & MULCH SUBTOTAL	**$1,146.03**

DELETED MATERIAL TOTAL $2,220.47



IRRIGATION LEGEND

SYMBOL	DESCRIPTION	NOTE
A	WEATHERTRAK ET PRO3 (SPT) 42-STA, IN TOP-MOUNT STAINLESS STEEL ENCLOSURE (INCL. CLOCK, ANTENNA, AND TERMINAL BOARDS), WITH IRRITROL PRO MAX REMOTE ASSEMBLY.	INSTALL PER LOCAL CODES AND MANUFACTURERS INSTRUCTIONS. REFER TO DETAIL 4, SHEET L3.01
	IRRITROL CL-100 WIRELESS WEATHER SENSING KIT	INSTALL PER MANF'S. INSTRUCTIONS.
	FEBCO #LF860 REDUCED PRESSURE BACKFLOW PREVENTER - 4" SIZE	REFER TO DETAIL 5, SHEET L3.01
	IRRITROL 100 SERIES ELECTRIC VALVE SIZE PER VALVE KEY	REFER TO DETAIL 6, SHEET L3.01
	TORO DZK-700-1-LF/MF DRIP CONTROL ZONE (LF FOR <4 GPM/MF FOR 4-20 GPM)	REFER TO DETAIL 10, SHEET L3.01
	RAINBIRD 44LRC QUICK COUPLER VALVE	INSTALL PER DETAIL 7, SHEET L3.01
	KBI BTU-TE BALL VALVE (4")	INSTALL PER DETAIL 8, SHEET L3.01
	MAINLINE CL.315 PVC PIPE	4" UNLESS NOTED OTHERWISE. REFER TO DETAIL 9, SHEET L3.01
	SCH. 40 PVC PIPE & WIRE SLEEVE	SEE NOTE #8.
	LATERAL LINE SCH. 40 PVC PIPE MINIMUM PIPE SIZE = 1".	SEE NOTE # 9. REFER TO DETAIL 9, SHEET L3.01
	DRIPLINE 5/8" I.D. POLY. PIPE (TORO BLUE STRIPE) WITH TORO NGE-PC EMITTERS	REFER TO DETAIL 11, SHEET L3.01 SEE NOTE NO. 1
	PVC TO POLY DRIPLINE ADAPTER	INSTALL PER DETAIL 12, SHT. L3.01
	WATERTRONICS VFD BOOSTER PUMP 5 H.P., 3-PHASE (30 PSI BOOST AT 70 GPM)	MODEL - WATERMAX 5000 QUICKSHIP VOLTAGE TO BE DETERMINED
	SUPERIOR 3100300 MASTER VALVE WITH RM 1.50" FLOW SENSOR	REFER TO DETAIL 19, SHEET L3.01 REFER TO DETAIL 18, SHEET L3.01
	CRISPIN #C10A AIR RELIEF VALVE, 1" SIZE	INSTALL BELOW F.G. IN VALVE BOX

IRRIGATION HEADS SEE DETAIL 15, SHEET L3.01 FOR ALL ROTARY HEADS

SYMBOL	DESCRIPTION	PSI	RADIUS (FT.)	FLOW (GPM)	PRECIP (IN/HR)
#○	TORO 570Z-6P-PRX-COM POP-UP SPRAY (# TVAN NOZZLE AS NOTED ON PLAN) SEE DETAIL 13.	30	8'-17'	.71-3.26	~.2-4
2.0○ 2.0+	RAINBIRD 5006+PCSAMRSS TURF ROTOR (#2.0 NOZZLE UNLESS NOTED OTHERWISE)	55	30'	2.3	~.32
08○ 08●	RAINBIRD 8005-SS POP-UP TURF ROTOR (#08 NOZZLE UNLESS NOTED OTHERWISE)	60	40'	8.4	~.68
⊛	RAINBIRD RWS-B-1401-SOCK BUBBLER INSTALL 2 PER TREE. SEE DETAIL 14, SHT. L3.01	30	BUBBLER	.25	N.A.

IRRIGATION NOTES

1. 2- 1 GPH EMITTERS/1 GAL., 3- 1 GPH/5 GAL., 2- 2 GPH/15 GAL., 3- 2 GPH/ 24" BOX, 4- 2 GPH/36" BOX. INSTALL EMITTERS AT EQUAL DISTANCE AROUND ROOTBALL.

2. IRRIGATION PLANS ARE DIAGRAMMATIC! ACTUAL LINE AND HEAD PLACEMENT SHALL BE DETERMINED ON SITE DURING CONSTRUCTION. CONTRACTOR SHALL ADJUST NOZZLE RADIUS (TO ACHIEVE 100% COVERAGE) BASED ON PLAN LAYOUT & IN-FIELD DIMENSIONS.

3. POINT OF CONNECTION (P.O.C.) AT EXISTING 3" METER SHALL BE PROVIDED BY GEN. CONTRACTOR. REFER TO ENGINEERING DRAWINGS FOR ADDITIONAL INFORMATION.

4. 120v ELECTRICAL FOR AUTOMATIC CONTROLLER SHALL BE STUBBED OUT BY ELEC. CONTRACTOR. FINAL HOOKUP TO NEW CLOCK SHALL BE BY LANDSCAPE CONTRACTOR. 460v FOR BOOSTER PUMP SHALL BE INSTALLED BY ELECTRICAL CONTRACTOR (COMPLETE).

5. SYSTEM DESIGN BASED ON 70 P.S.I. STATIC WATER PRESSURE (100 P.S.I. WITH PUMP). MINIMUM OPERATING PRESSURE SHALL BE 30 P.S.I. FOR DRIP, & BUBBLERS, & 55-60 PSI FOR ROTORS. VERIFY WATER PRESSURE PRIOR TO INSTALLATION. SEE BOOSTER PUMP REQUIREMENTS. MAXIMUM FLOW SHALL BE 70 GPM.

6. LANDSCAPE CONTRACTOR SHALL BE RESPONSIBLE FOR 100% COVERAGE AT NO ADDITIONAL COST TO OWNER. SITE DIMENSIONS SHOULD BE THOROUGHLY CHECKED BY CONTRACTOR PRIOR TO BIDDING AND CONSTRUCTION. DISCREPANCIES SHOULD BE IMMEDIATELY BROUGHT TO THE ATTENTION OF THE LANDSCAPE ARCHITECT.

7. REFER TO THE SPECIFICATIONS PRIOR TO BIDDING AND CONSTRUCTION (DOCUMENTS ARE INCOMPLETE WITHOUT SPECIFICATIONS).

8. ALL LINES UNDER PAVING SHALL BE SLEEVED. CONTRACTOR SHALL INSTALL SLEEVES IN STRAIGHT LINES FROM PLANTER TO PLANTER. PLACE DESIGNATED LINE INSIDE SLEEVE PRIOR TO INSTALLATION. SLEEVES SHALL BE 2x LINE SIZE.

9. PIPE SIZES SHOWN ON THE PLAN CONTINUE DOWNSTREAM, TO THE NEXT SIZE LABEL, TYPICAL.

10. INSTALL ALL VALVE BOXES & QUICK COUPLER VALVE BOXES WITHIN 12" OF WALKWAY (UNLESS SHOWN OTHERWISE).

11. IRRIGATION EQUIPMENT MAY BE SHOWN OUTSIDE OF PLANTERS FOR CLARITY. INSTALL ALL EQUIPMENT IN PLANTERS UNLESS NOTED OTHERWISE.

12. ALL FIELD ROTORS SHALL BE LOCATED BY GPS SURVEY (NO EXCEPTIONS). SEE SPECIFICATIONS.

VALVE KEY

A00 VALVE & CONTROLLER STA.#
VALVE SIZE 1"/00 GALLONS PER MINUTE

SCALE: 1" = 20'-0"
0' 20' 40' 60'

LANDSCAPE ARCHITECT'S SEAL
CERTIFIED LANDSCAPE ARCHITECT
DENNIS ATKINSON
No. 5387
11/30/21
4/30/21
STATE OF CALIFORNIA

CLIENT
OXNARD SCHOOL DISTRICT
220 S. Driskill St, Oxnard, CA 93030

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IBI Group, A California Partnership
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ISSUES

NO.	ISSUANCE	DATE
1	ASI 028R	07/14/2023

CONSULTANTS
OASIS ASSOCIATES
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SAN LUIS OBISPO
CALIFORNIA 93401
P 805.541.4509
F 805.546-0525
RLA 2248 CLARB #907

AGENCY INFORMATION:
AGENCY TRACKING NO 72538-107 | FILE NO 56-22
IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
OFFICE OF REGULATION SERVICES
03-119284
AC____ FLS____ SS____
DATE____

SEAL
LICENSED ARCHITECT DENNIS ATKINSON No. C25387 REN. 4/21 STATE OF CALIFORNIA

PRIME CONSULTANT
IBI
315 W 9th Street, Suite 600
Los Angeles, CA 90015
tel (213) 769-0011 fax (213)-769-0016
ibigroup.com

PROJECT
ROSE AVENUE K-5 SCHOOL
220 S. DRISKILL ST.
OXNARD, CA 93030

PROJECT NO: 109990

DRAWN BY:	CHECKED BY:
BEB	MLC
PROJECT MGR:	APPROVED BY:
MLC	MLC
SCALE:	DATE:
	07/06/23

SHEET TITLE
IRRIGATION PLAN

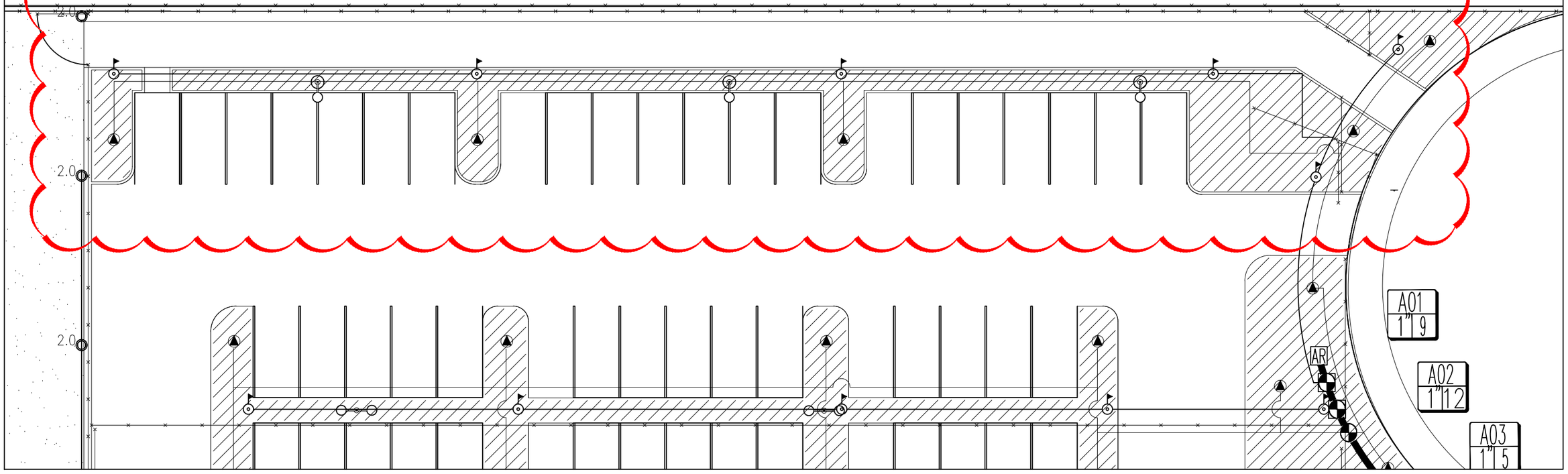
SHEET NUMBER ASI028 L2.01

ISSUE

DSA SUBMITTAL

IBM 360/109990 - Rose Avenue Elementary\ATW=109990RoseES-BLD002.dwg=Y16.rvt

ELIMINATE (14) RWS-B-1401-SOCK BUBBLER AT SEVEN LOCATIONS PER ORIGINAL BID DOCS. INSTALL DRIP EMITTERS ON TREES PER ORIGINAL DSA APPROVED PLANS.



OASIS ASSOCIATES
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3427 MIGUELITO COURT
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RLA 2248 CLARB #907

SCALE: 1" = 20'-0"

0' 20' 40' 60'

ROSE AVENUE K-5 SCHOOL

PROJECT #: 109990 | DATE: 2/21/2024

L-1

IBI GROUP
537 South Broadway., Suite 500
Los Angeles, CA 90013

www.IBIGroup.com

ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS (ASI)

PROJECT:	Rose Avenue K-5 School	**ASI NO.:**	**028R**
OWNER:	Oxnard School District 1051 S. 'A' Street Oxnard, CA 93030	**DATE:**	07/14/2023
Construction Management	Caldwell Flores Winters, Inc. 815 Colorado Blvd. Suite 201 Los Angeles, CA 90042	**ARCHITECT:**	Arcadis - IBI Group 537 South Broadway, Suite 500 Los Angeles, CA 90013
CONTRACTOR:	Balfour Beatty 300 E. Esplanade Drive #1120 Oxnard, CA 93036	**PROJECT NO.:**	109990
		DSA FILE NO.:	56-22
		APPLICATION NO.:	03-119284

The work shall be carried out in accordance with the Change Order prepared by the Owner. Prior to proceeding in accordance with these instructions, indicate your acceptance of these instructions for these changes to the Work, as consistent with the Contract Documents, by signing below and returning an executed original to the Architect within ten (10) days of receiving these instructions.

Description:

Reference Sheet AD03A-A1100R, East Parking Lot:

1. As requested by Owner, existing paved access road from La Puerta cul-de-sac to north side of East Parking Lot to remain.
   a. **Revise** planting area, per attached **ASI038-A1**.

   b. **As point of clarification**, paved area between East Parking Lot and Restroom portable to remain as temporary access road. To be later demolished under future phase.

   c. **As point of Clarification**, G.C. to provide temporary fencing as required to maintain temporary access road and temporary eastern parking lot.

2. Reference Sheet L1.02 and L1.03 - Planting Plan:
   a. **Revise** Irrigation Plans, per attached Sheet **ASI028-L102** and **L103**.

3. Reference Sheets L2.01 and L2.02 - Irrigation Plan:
   a. **Revise** Irrigation Plans, per attached Sheet **ASI028-L201** and **L202**.

Attachments: ASI 028; A1, L1.02, L1.03, L2.01, L2.02

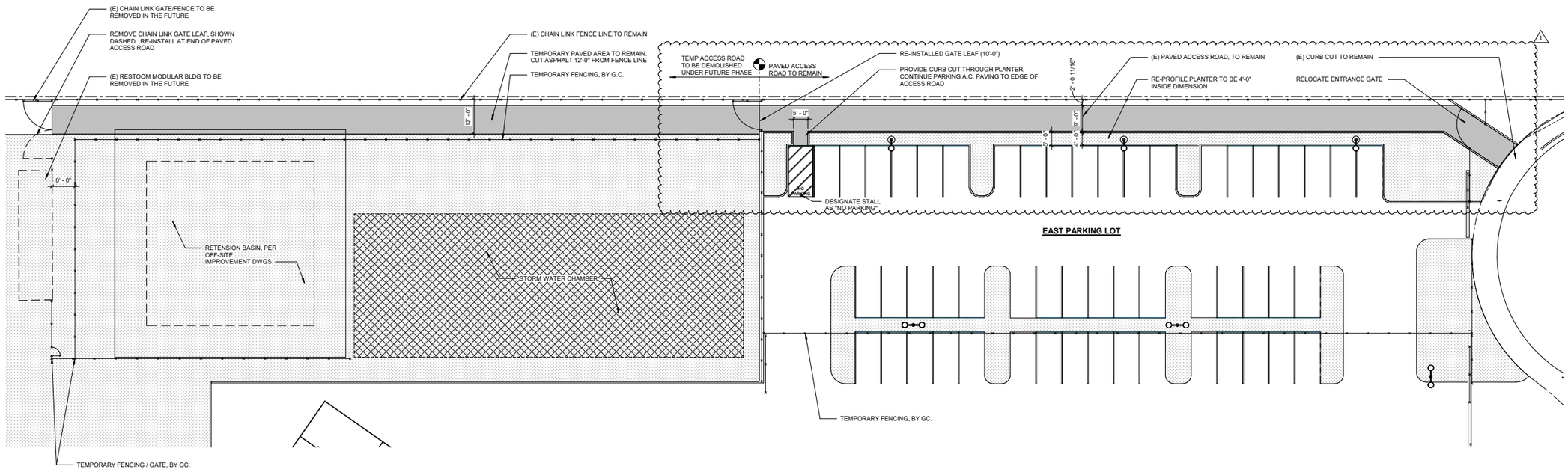
ISSUED:
IBI GROUP, A CALIFORNIA PARTNERSHIP

By: Ruben R Date: 07/14/2023

ACCEPTED:

By: _____ Date: _____

IBI Group, a California Partnership (hereinafter "IBI Group") is a member of the IBI Group of companies



1 EAST PARKING LOT - ACCESS ROAD
1/16" = 1'-0"

NOTE: REFER TO SHEET AD03A-A1100R, FOR ADDITIONAL INFORMATION NOT SHOWN

N

CLIENT

OXNARD SCHOOL DISTRICT

220 S. Driskill St, Oxnard, CA 93030

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ISSUES

NO	ISSUANCE	DATE
1	ASI 028R	07/14/2023

CONSULTANTS

AGENCY INFORMATION:

AGENCY TRACKING NO	FILE NO
72538-107	56-22

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
OFFICE OF REGULATION SERVICES
03-119284
AC_____ FLS_____ SS_____
DATE_____

SEAL

PRIME CONSULTANT

IBI GROUP
537 South Broadway, Suite 500
Los Angeles, CA 90013
tel (213) 769-0011 fax (213)-769-0016
ibigroup.com

PROJECT

ROSE AVENUE K-5 SCHOOL

220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO:
109990

DRAWN BY:	CHECKED BY:
Author	**Checker**
PROJECT MGR:	APPROVED BY:
Designer	**Approver**
SCALE:	DATE:
1/16" = 1'-0"	**07/05/23**

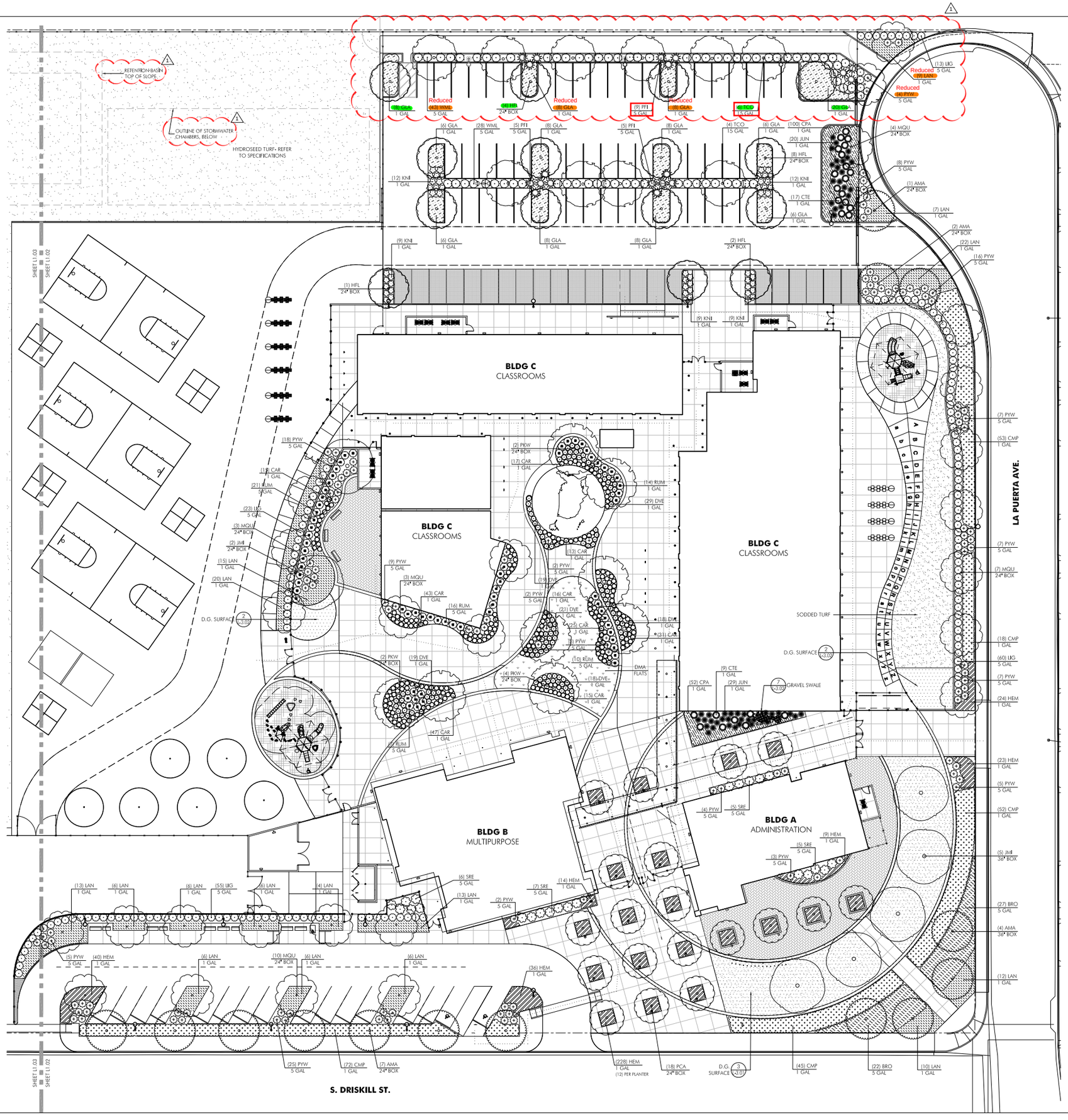
SHEET TITLE

EAST PARKING LOT - ACCESS ROAD

SHEET NUMBER ASI028 A1

ISSUE

BIM 360://109990 - Rose Avenue Elementary School Re-Construction
R2020/109990-RoseES-SITE-R20.rvt



PLANT LEGEND

TREES

	BOTANICAL / COMMON NAME	WUCOLS	QTY.	SIZE	NOTES
AMA	Arbutus 'Marina' STRAWBERRY TREE	L	8	36" BOX	DETAILS 2a, 2b, 2c
HFL	Hymenosporum flavum SWEET SHADE	M	15	24" BOX STANDARD	DETAILS 2a, 2b, 2c
JMI	Jacaranda mimosifolia JACARANDA	M	5 2	36" BOX 24" BOX	DETAILS 2a, 2b, 2c STANDARD
MQU	Melaleuca quinquenervia CAJEPUT TREE	L	30	24" BOX STANDARD	DETAILS 2a, 2b, 2c
PCA	Pyrus calleryana 'Capital' CAPITAL CALLERY PEAR	M	18	24" BOX STANDARD	DETAILS 2a, 2b, 2c
TCO	Tristania conferta BRISBANE BOX	M	10	15 GAL STANDARD	DETAILS 2a, 2b, 2c
PKW	Pyrus kawakamii EVERGREEN PEAR	L	8	24" BOX STANDARD	DETAILS 2a, 2b, 2c

SHRUBS / VINES / PERENNIALS

	BOTANICAL / COMMON NAME	WUCOLS	QTY.	SIZE	NOTES
CAR	Carissa macrocarpa 'Boxwood Beauty' NATAL PLUM	L	222	1 GAL	DETAIL 1a
CTE	Chondropetalum tectorum CAPE REED	L	26	1 GAL	DETAIL 1a
DVE	Dietes vegeta FORTNIGHT LILY	L	124	1 GAL	DETAIL1a
KNI	Kniphofia uvaria RED HOT POKER	L	51	1 GAL	DETAIL 1a
JUN	Juncus patens CALIFORNIA GREY RUSH	L	49	1 GAL	DETAIL 1a
LSC	Leptospermum s. 'Helene Strybing' NEW ZEALAND TEA TREE	L	20	5 GAL	DETAIL 1a
LIG	Ligustrum japonicum 'Texanum' WAXLEAF PRIVET	M	191	5 GAL	DETAIL 1a
PFI	Phormium 'Firebird' NEW ZEALAND FLAX	L	19	5 GAL	DETAIL 1a
PYW	Phormium 'Yellow Wave' NEW ZEALAND FLAX	L	118	5 GAL	DETAIL 1a
RUM	Rhaphiolepis umbellata 'Minor' DWARF YEDDO HAWTHORN	L	68	5 GAL	DETAIL 1a
SRE	Strelitzia reginae BIRD OF PARADISE	M	23	5 GAL	DETAIL 1a
WML	Westringia fruticosa 'Smokey' COAST ROSEMARY	L	71	5 GAL	DETAIL 1a

GROUNDCOVER

	BOTANICAL / COMMON NAME	WUCOLS	QTY.	SIZE	NOTES
BRO	Bougainvillea 'Rosenka' BOUGAINVILLEA	L	49	5 GAL 5' O.C.	DETAILS 1a, 3a
CMP	Carissa macrocarpa 'Prostrata' NATAL PLUM	L	255	1 GAL 4' O.C.	DETAILS 1a, 3a
CPA	Carex pansa SAND DUNE SEDGE	M	152	1 GAL 2' O.C.	DETAILS 1a, 3a
DMA	Dymondia margaretae SILVER CARPET	L	-	FLATS 12" O.C.	DETAILS 1a, 3a
GLA	Grevillea lanigera 'Coastal Gem' WOOLLY GREVILLEA	L	100	1 GAL 4' O.C.	DETAILS 1a, 3a
HEM	Hemerocallis 'Autumn Pride' AUTUMN PRIDE DAYLILY	M	421	1 GAL 2' O.C.	DETAILS 1a, 3a
LAN	Lantana montevidensis TRAILING LANTANA	L	138	1 GAL 4' O.C.	DETAILS 1a, 3a

TURF - REFER TO SPECIFICATION SECTION 02920 (SOD) OR 02930 (HYDROSEED).

PLANTING NOTES

1. INSTALL MINIMUM 3" THICK BARK MULCH IN ALL PLANTING AREAS. REFER TO SPECIFICATIONS FOR TYPE.
2. QUANTITIES/SIZES SHOWN IN THE PLANT LEGEND ARE FOR REFERENCE ONLY AND SHALL BE VERIFIED BY THE CONTRACTOR. IN THE EVENT OF DISCREPANCIES, THE ACTUAL PLAN COUNT/SIZE SHALL PREVAIL.
3. REVIEW THE PLANTING AND IRRIGATION SPECIFICATIONS PRIOR TO BIDDING. IF NOT PROVIDED, CONTACT THE LANDSCAPE ARCHITECT.

SCALE: 1" = 20'-0"

0' 20' 40' 60'

LANDSCAPE ARCHITECTS SEAL

CLIENT

OXNARD SCHOOL DISTRICT

220 S. Driskill St, Oxnard, CA 93030

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is a member of the IBI Group of companies

ISSUES

NO	ISSUANCE	DATE
1	ASI 028R	07/14/2023

CONSULTANTS

OASIS ASSOCIATES
LANDSCAPE ARCHITECTURE + PLANNING

3427 MIGUELITO COURT
SAN LUIS OBISPO
CALIFORNIA 93401
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F 805.546-0525
RLA 2248 CLARB #907

AGENCY INFORMATION:

AGENCY TRACKING NO 72538-107 | FILE NO 56-22

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
OFFICE OF REGULATION SERVICES
03-119284
AC FLS SS
DATE

SEAL

LICENSED ARCHITECT
CRAIG ATKINSON
No. C25387
REN. 4/21
STATE OF CALIFORNIA

PRIME CONSULTANT

IBI
315 W 9th Street, Suite 600
Los Angeles, CA 90015
tel (213) 769-0011 fax (213)-769-0016
ibigroup.com

PROJECT

ROSE AVENUE K-5 SCHOOL
220 S. DRISKILL ST.
OXNARD, CA 93030

PROJECT NO: 109990	
DRAWN BY: SDW	CHECKED BY: MLC
PROJECT MGR: MLC	APPROVED BY: MLC
SCALE:	DATE: 07/06/23

SHEET TITLE

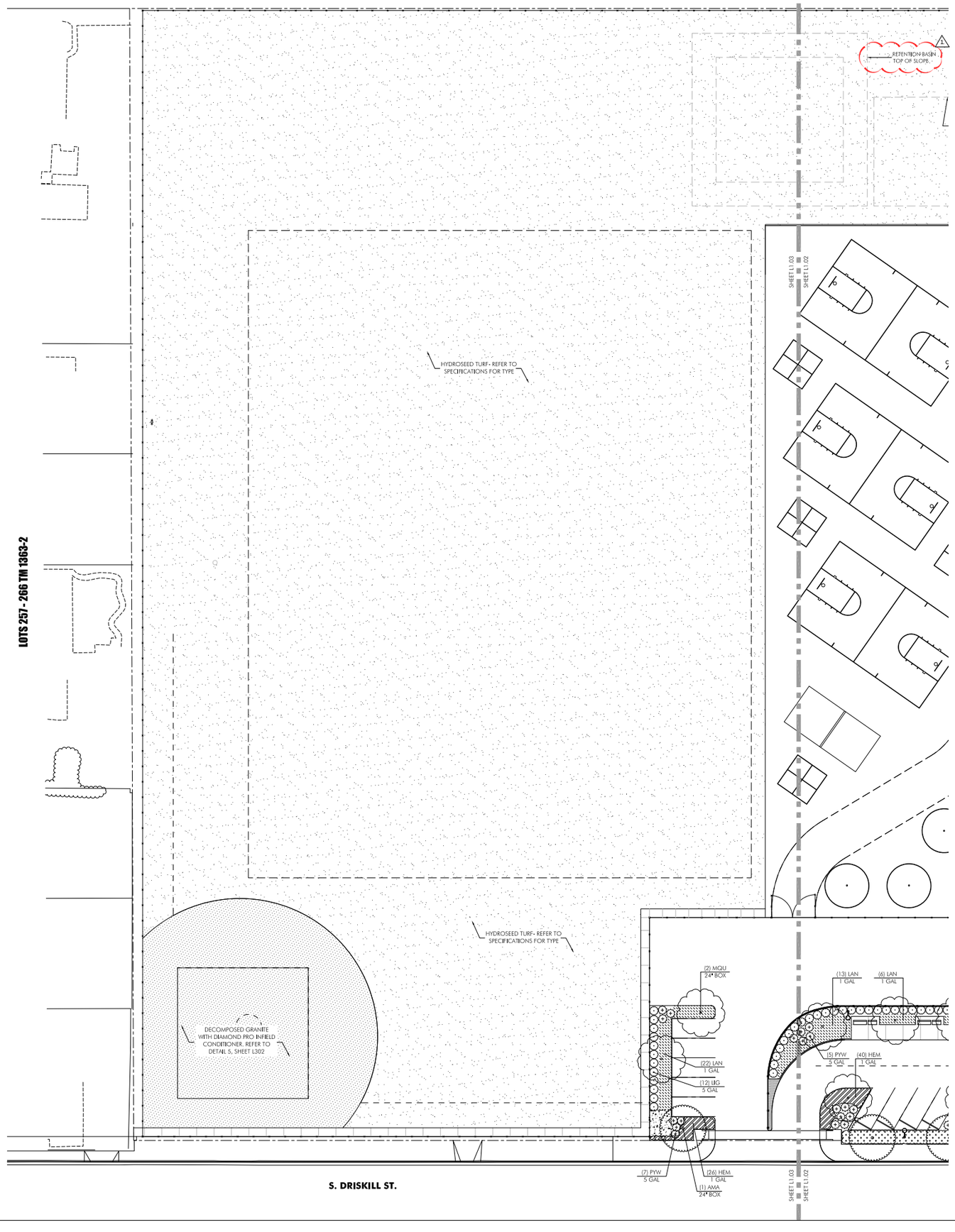
PLANTING PLAN

SHEET NUMBER L1.02 | ISSUE ASI028

DSA SUBMITTAL

BIM 360://109990 - Rose Avenue Elementary/ATKW109990RoseESdbL0002v4w116.rvt

1" 0"



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PROJECT

ROSE AVENUE K-5 SCHOOL
220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO: 109990

DRAWN BY:	CHECKED BY:
SDW	MLC
PROJECT MGR:	APPROVED BY:
MLC	MLC
SCALE:	DATE:
	07/06/23

SHEET TITLE

PLANTING PLAN

SHEET NUMBER ASI028 L1.03

ISSUE

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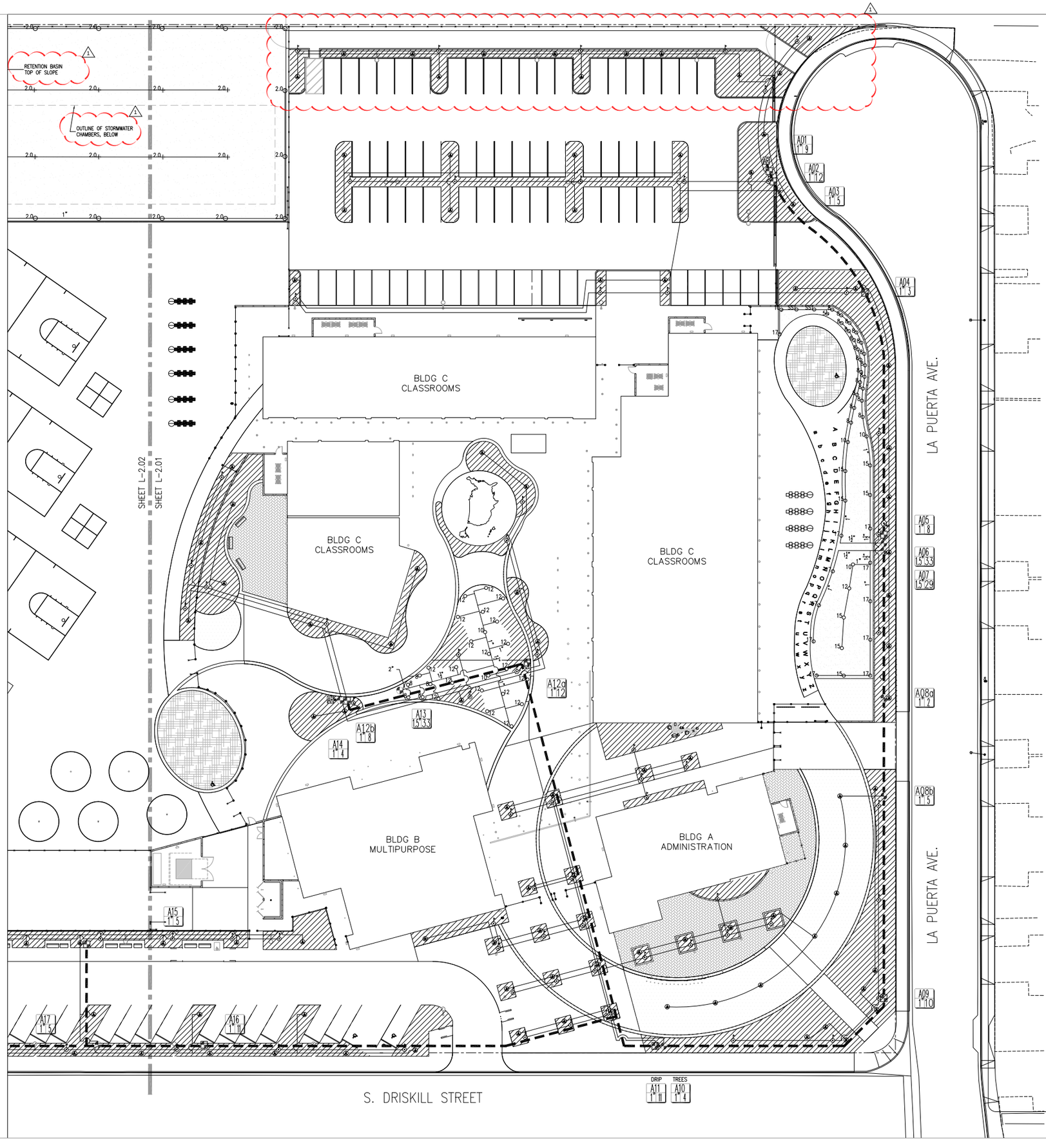

IRRIGATION LEGEND

SYMBOL	DESCRIPTION	NOTE
A	WEATHERTRAK ET PRO3 (SPT) 42-STA, IN TOP-MOUNT STAINLESS STEEL ENCLOSURE (INCL. CLOCK, ANTENNA, AND TERMINAL BOARDS), WITH IRRITROL PRO MAX REMOTE ASSEMBLY.	INSTALL PER LOCAL CODES AND MANUFACTURERS INSTRUCTIONS. REFER TO DETAIL 4, SHEET L3.01
	IRRITROL CL-100 WIRELESS WEATHER SENSING KIT	INSTALL PER MANF'S. INSTRUCTIONS.
	FEBCO #LF860 REDUCED PRESSURE BACKFLOW PREVENTER - 4" SIZE	REFER TO DETAIL 5, SHEET L3.01
	IRRITROL 100 SERIES ELECTRIC VALVE SIZE PER VALVE KEY	REFER TO DETAIL 6, SHEET L3.01
	TORO DZK-700-1-LF/MF DRIP CONTROL ZONE (LF FOR <4 GPM/MF FOR 4-20 GPM)	REFER TO DETAIL 10, SHEET L3.01
	RAINBIRD 44LRC QUICK COUPLER VALVE	INSTALL PER DETAIL 7, SHEET L3.01
	KBI BTU-TE BALL VALVE (4")	INSTALL PER DETAIL 8, SHEET L3.01
	MAINLINE CL.315 PVC PIPE	4" UNLESS NOTED OTHERWISE. REFER TO DETAIL 9, SHEET L3.01
	SCH. 40 PVC PIPE & WIRE SLEEVE	SEE NOTE #8.
	LATERAL LINE SCH. 40 PVC PIPE MINIMUM PIPE SIZE = 1".	SEE NOTE # 9. REFER TO DETAIL 9, SHEET L3.01
	DRIPLINE 5/8" I.D. POLY. PIPE (TORO BLUE STRIPE) WITH TORO NGE-PC EMITTERS	REFER TO DETAIL 11, SHEET L3.01 SEE NOTE NO. 1
	PVC TO POLY DRIPLINE ADAPTER	INSTALL PER DETAIL 12, SHT. L3.01
	WATERTRONICS VFD BOOSTER PUMP 5 H.P., 3-PHASE (30 PSI BOOST AT 70 GPM)	MODEL - WATERMAX 5000 QUICKSHIP VOLTAGE TO BE DETERMINED
	SUPERIOR 3100300 MASTER VALVE WITH RM 1.50" FLOW SENSOR	REFER TO DETAIL 19, SHEET L3.01 REFER TO DETAIL 18, SHEET L3.01
	CRISPIN #C10A AIR RELIEF VALVE, 1" SIZE	INSTALL BELOW F.G. IN VALVE BOX

IRRIGATION HEADS SEE DETAIL 15, SHEET L3.01 FOR ALL ROTARY HEADS

SYMBOL	DESCRIPTION	PSI	RADIUS (FT.)	FLOW (GPM)	PRECIP (IN/HR)
#○	TORO 570Z-6P-PRX-COM POP-UP SPRAY (# TVAN NOZZLE AS NOTED ON PLAN) SEE DETAIL 13.	30	8'-17'	.71-3.26	~.2-4
2.0○ 2.0+	RAINBIRD 5006+PCSAMRSS TURF ROTOR (#2.0 NOZZLE UNLESS NOTED OTHERWISE)	55	30'	2.3	~.32
08○ 08●	RAINBIRD 8005-SS POP-UP TURF ROTOR (#08 NOZZLE UNLESS NOTED OTHERWISE)	60	40'	8.4	~.68
⊛	RAINBIRD RWS-B-1401-SOCK BUBBLER INSTALL 2 PER TREE. SEE DETAIL 14, SHT. L3.01	30	BUBBLER	.25	N.A.

IRRIGATION NOTES

1. 2- 1 GPH EMITTERS/1 GAL., 3- 1 GPH/5 GAL., 2- 2 GPH/15 GAL., 3- 2 GPH/ 24" BOX, 4- 2 GPH/36" BOX. INSTALL EMITTERS AT EQUAL DISTANCE AROUND ROOTBALL.

2. IRRIGATION PLANS ARE DIAGRAMMATIC! ACTUAL LINE AND HEAD PLACEMENT SHALL BE DETERMINED ON SITE DURING CONSTRUCTION. CONTRACTOR SHALL ADJUST NOZZLE RADIUS (TO ACHIEVE 100% COVERAGE) BASED ON PLAN LAYOUT & IN-FIELD DIMENSIONS.

3. POINT OF CONNECTION (P.O.C.) AT EXISTING 3" METER SHALL BE PROVIDED BY GEN. CONTRACTOR. REFER TO ENGINEERING DRAWINGS FOR ADDITIONAL INFORMATION.

4. 120v ELECTRICAL FOR AUTOMATIC CONTROLLER SHALL BE STUBBED OUT BY ELEC. CONTRACTOR. FINAL HOOKUP TO NEW CLOCK SHALL BE BY LANDSCAPE CONTRACTOR. 460v FOR BOOSTER PUMP SHALL BE INSTALLED BY ELECTRICAL CONTRACTOR (COMPLETE).

5. SYSTEM DESIGN BASED ON 70 P.S.I. STATIC WATER PRESSURE (100 P.S.I. WITH PUMP). MINIMUM OPERATING PRESSURE SHALL BE 30 P.S.I. FOR DRIP, & BUBBLERS, & 55-60 PSI FOR ROTORS. VERIFY WATER PRESSURE PRIOR TO INSTALLATION. SEE BOOSTER PUMP REQUIREMENTS. MAXIMUM FLOW SHALL BE 70 GPM.

6. LANDSCAPE CONTRACTOR SHALL BE RESPONSIBLE FOR 100% COVERAGE AT NO ADDITIONAL COST TO OWNER. SITE DIMENSIONS SHOULD BE THOROUGHLY CHECKED BY CONTRACTOR PRIOR TO BIDDING AND CONSTRUCTION. DISCREPANCIES SHOULD BE IMMEDIATELY BROUGHT TO THE ATTENTION OF THE LANDSCAPE ARCHITECT.

7. REFER TO THE SPECIFICATIONS PRIOR TO BIDDING AND CONSTRUCTION (DOCUMENTS ARE INCOMPLETE WITHOUT SPECIFICATIONS).

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9. PIPE SIZES SHOWN ON THE PLAN CONTINUE DOWNSTREAM, TO THE NEXT SIZE LABEL, TYPICAL.

10. INSTALL ALL VALVE BOXES & QUICK COUPLER VALVE BOXES WITHIN 12" OF WALKWAY (UNLESS SHOWN OTHERWISE).

11. IRRIGATION EQUIPMENT MAY BE SHOWN OUTSIDE OF PLANTERS FOR CLARITY. INSTALL ALL EQUIPMENT IN PLANTERS UNLESS NOTED OTHERWISE.

12. ALL FIELD ROTORS SHALL BE LOCATED BY GPS SURVEY (NO EXCEPTIONS). SEE SPECIFICATIONS.

VALVE KEY

A00 VALVE & CONTROLLER STA.#
VALVE SIZE 1"/00 GALLONS PER MINUTE

SCALE: 1" = 20'-0"
0' 20' 40' 60'

LANDSCAPE ARCHITECTS SEAL

CLIENT
OXNARD SCHOOL DISTRICT
220 S. Driskill St, Oxnard, CA 93030

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1	ASI 028R	07/14/2023

CONSULTANTS

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PROJECT
ROSE AVENUE K-5 SCHOOL
220 S. DRISKILL ST.
OXNARD, CA 93030

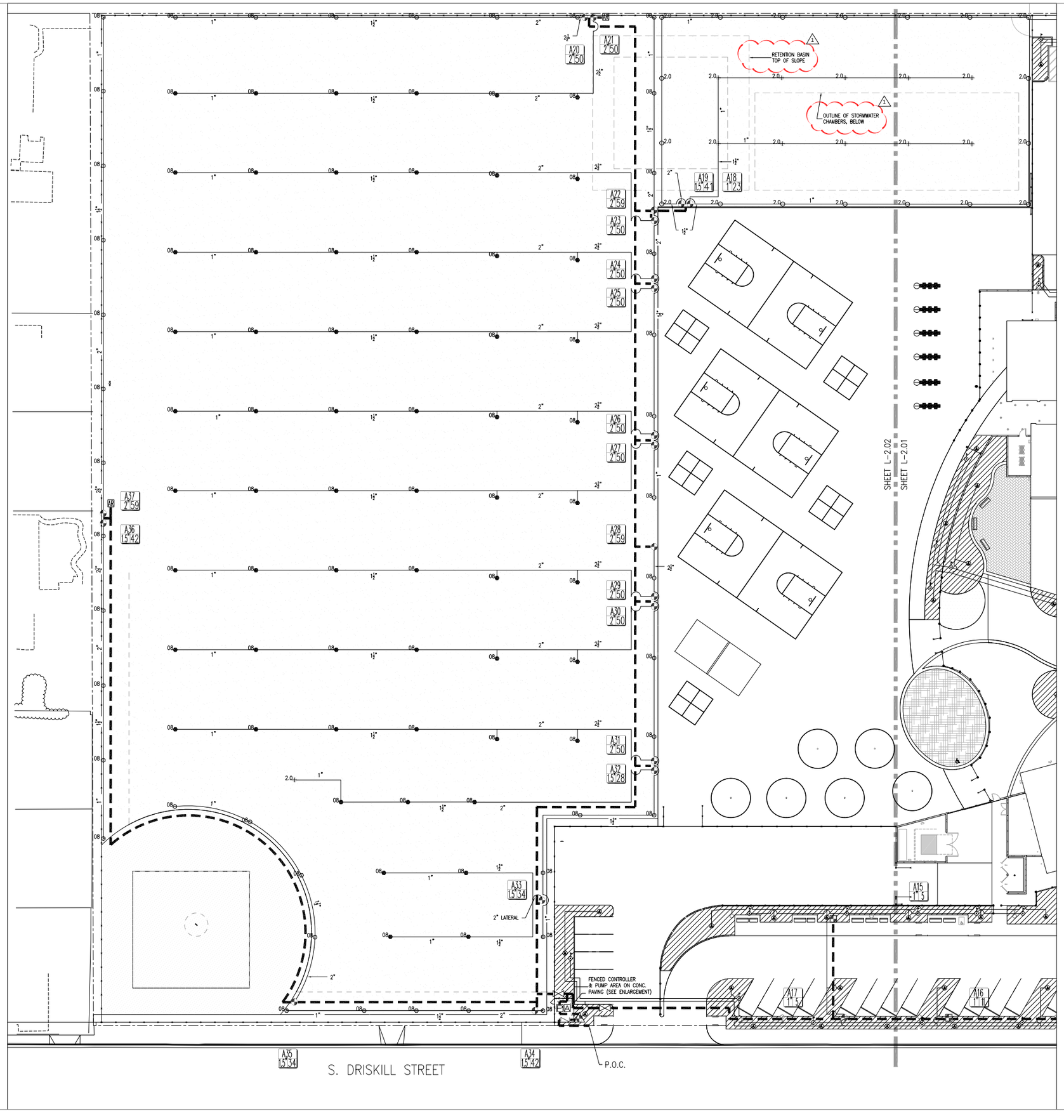
PROJECT NO: 109990	
DRAWN BY: BEB	CHECKED BY: MLC
PROJECT MGR: MLC	APPROVED BY: MLC
SCALE:	DATE: 07/06/23

SHEET TITLE
IRRIGATION PLAN

SHEET NUMBER ASI028 L2.01
ISSUE

DSA SUBMITTAL

IBI 365\109990 - Rose Avenue Elementary\ATK\109990RoseESABLD002Atk-V16.rvt



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VALVE KEY

A00 / 34.00 — *VALVE & CONTROLLER STA.#* / *VALVE SIZE* / *GALLONS PER MINUTE*

SCALE: 1" = 20'-0"

0' 20' 40' 60'

LANDSCAPE ARCHITECTS SEAL

CLIENT

OXNARD SCHOOL DISTRICT

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220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO: 109990	
DRAWN BY: BEB	CHECKED BY: MLC
PROJECT MGR: MLC	APPROVED BY: MLC
SCALE:	DATE: 07/06/23

SHEET TITLE

IRRIGATION PLAN

SHEET NUMBER ASI028 L2.02

ISSUE

IBI 360\109990 - Rose Avenue Elementary\ATW\109990RoseESABLD022A-V16.rvt

	Owner	[X]	Oxnard School District
Contingency	Architect	[X]	IBI Group
Draw	Contractor	[X]	Balfour Beatty
Request (CDR)	PM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 177 R1

Date: 6-5-2024

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

The Contract is changed as follows:

Ref. Cost Event 347 - CDR 177 R1 - RFI 482 Bldg A Lobby VCT Installation Sheet A2311A Building A - Floor Finish Plan showed Room 111 Lobby to have VCT installed. In ASI 17 dated 8/22/2022, SK-A01 replaced the VCT with a concrete sealer. CDR 38 R2 dated 10/25/22 provided a credit back to the Owner removing the VCT in the lobby. However, RFI 482 Building A - Lobby VCT Installation Clarification confirmed to install VCT at the lobby per District approval.	$ 2,564.00

As Approved by CFW

☐ The cost of this work will be drawn from Contractor Contingency:

☑ The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Flamillo	By :	By:
Date: 2024-06-05	Date: 06/06/2024	Date:

OWNER - Oxnard School District By : _____ Date: _____

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	6-5-2024
Permit Number:	DSA# 03-119284	Change Event No.:	347
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event 347 - CDR 177 R1 - RFI 482 Bldg A Lobby VCT Installation

Sheet A2311A Building A - Floor Finish Plan showed Room 111 Lobby to have VCT installed. In ASI 17 dated 8/22/2022, SK-A01 replaced the VCT with a concrete sealer. CDR 38 R2 dated 10/25/22 provided a credit back to the Owner removing the VCT in the lobby. However, RFI 482 Building A - Lobby VCT Installation Clarification confirmed to install VCT at the lobby per District approval.

A. Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)				
	$	-		
	$	-		
	$	-		
		Subtotal A:	**$**	**-**
B. Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)				
Donald Hoover	$	2,563.82		
		Subtotal B:	**$**	**2,563.82**
C. General Contractor's Cost				
Material (See attached supporting documentation.)	$	-		
Taxes at 9.5% of Material	$	-		
Labor (includes Fringe Benefits)	$	-		
Payroll Taxes and Insurances at 9.5% of Labor		included above		
Construction Equipment (see attached supporting documentation)	$	-		
		Subtotal C:	**$**	**-**
D. General Contractor's Overhead and Profit*	* N/A for Contingency Draw Requests			
Overhead & Profit 5% of Subtotal A				
Overhead & Profit 5% of Subtotal B	n/a			
Overhead & Profit 10% of Subtotal C	$	-		
		Subtotal D:		
E. Bond at 1%		**Subtotal E:**	**$**	**-**
Grand Total = (A + B + C + D + E)			**$**	**2,564.00**

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty	Rafael Alamillo	2024-06-05
Print Name & Title (General Contractor)	Signature	Date

Hoover Co.
FLOOR COVERING CONTRACTORS
10130 Redwood Avenue
Fontana, CA 92335
Tel: (909) 355-0125
Fax: (909) 355-3341

June 4, 2024

Balfour Beatty Construction LLC
220 South Driskill Street
Oxnard, CA 93030
Attn: Rafael Alamillo

RE: Rose Avenue Elementary School Construction – RFI #482 Building A - Lobby VCT Installation Clarification

Mr. Alamillo,

Based on the revisions made in RFI #482, make the following revisions to the flooring scope of work.

- Building A - Entrance to Lobby 111 – Add VCT-5 where it was Concrete floor

VCT Materials and Adhesive:	$	950.24
Sales Tax:	$	78.40
Labor:	$	1,200.77
O/P:	$	334.41
Total Add:	$	2,563.82

If you have any questions, please do not hesitate to call.

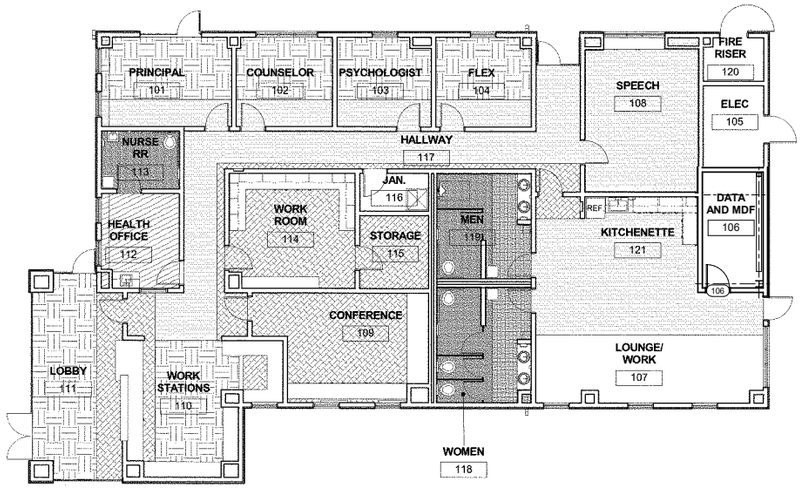
Respectfully yours,

Donald M. Hoover Co.

Race Gentry

Race Gentry
President

WFCA
MEMBER
STATE CONTRACTORS
LICENSE NO. 178283 C-15



FINISH FLOOR PLAN

0 4' 8' 16'

LEGEND

CONCRETE

CONC-1

HOMOGENOUS SHEET VINYL

HSV-1

PORCELAIN TILE

PT-1

PT-2

PT-3

VINYL COMPOSITE TILE

VCT-1

VCT-2

VCT-3

VCT-4

VCT-5

VCT-6

NOTE: REFER TO DETAIL 15/A8500 FOR FLOOR TRANSITIONS

CLIENT

OXNARD SCHOOL DISTRICT

220 S. Driskill St, Oxnard, CA 93030

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is a member of the IBI Group of companies

ISSUES

NO.	ISSUANCE	DATE

CONSULTANTS

AGENCY INFORMATION:

AGENCY TRACKING NO	FILE NO
72538-107	56-22

IDENTIFICATION STAMP
DIV. OF THE STATE ARCHITECT
OFFICE OF REGULATION SERVICES

03-119284

AC FLS DI HS SS BY

DATE JUL 10 2019

SEAL

LICENSED ARCHITECT
CRAIG ATKINSON
C25387
REN. 4/21
STATE OF CALIFORNIA

PRIME CONSULTANT

IBI

315 W 9th Street, Suite 600
Los Angeles, CA 90015
tel (213) 769-0011 fax (213)-769-0016
ibigroup.com

PROJECT

ROSE AVENUE K-5 SCHOOL

220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO:
109990

DRAWN BY:	CHECKED BY:
Author	Checker
PROJECT MGR:	APPROVED BY:
Designer	Approver
SCALE:	DATE:
1/8" = 1'-0"	06/05/2019

SHEET TITLE

BUILDING A - FLOOR FINISH PLAN

SHEET NUMBER

A2311A

ISSUE

48

BIM 360/I109990 - Rose Avenue Elementary/ATW-109990-RoseES-BLDG01-A-V16.rvt

	Owner	[X]	Oxnard School District
Contingency	Architect	[X]	IBI Group
Draw	Contractor	[X]	Balfour Beatty
Request (CDR)	CM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 038.2

Date: 10/25/22

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

The Contract is changed as follows:

Furnish and install additional VCT flooring at building "A" and "C" per ASI 017. (Ref. CE #60)	$ 1,394.00

[X] The cost of this work will be drawn from Contractor Contingency:

[ ] The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	CONSTRUCTION MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By:	By:	By: Rick Ostrander
Date: 10/25/22	Date: 10/27/2022	Date: 10/28/2022

OWNER - Oxnard School District By: Date: 10/31/22

Hoover CO.
FLOOR COVERING CONTRACTORS
10130 Redwood Avenue
Fontana, CA 92335
Tel: (909) 355-0125
Fax: (909) 355-3341

September 8, 2022

Balfour Beatty Construction LLC
220 South Driskill Street
Oxnard, CA 93030
Attn: Leon Cavallo

RE: Rose Avenue Elementary School Construction – ASI #017 & Casework Deletion (CE #60)

Mr. Cavallo,

Based on the revisions made in ASI #017 and the deleted casework, make the following revisions to the flooring scope of work. The revisions below add (4) cartons of VCT-1, (4) cartons of VCT-2 and (2) cartons of VCT-5.

- Building A - Entrance to Lobby 111 – Omit VCT-5 and replace with Concrete floor
- Building A - Lounge 107 – Add VCT-5 where it was originally Concrete floor
- Building A - Principal 101, Speech 108, Conference 109, Workstations 110 and Workroom 114 – Add VCT at deleted casework
- Building C – RSP 1-305, Kindergarten Workroom 1-510, Kindergarten Workroom 1-517 and Kindergarten Workroom 1-523 – Add VCT at deleted casework

VCT Materials and Adhesive:	$ 464.37
Sales Tax:	$ 35.99
Labor:	$ 700.00
O/P:	$ 180.05
Bonds:	$ 13.80
Total Add:	$1,394.21

If you have any questions, please do not hesitate to call.

Respectfully yours,

Donald M. Hoover Co.

Race Gentry

Race Gentry
President

MEMBER

STATE CONTRACTORS
LICENSE NO. 178283 C-15

IBI GROUP
537 South Broadway., Suite 500
Los Angeles, CA 90013

www.IBIGroup.com

ARCHITECT'S SUPPLEMENTAL INSTRUCTIONS (ASI)

PROJECT:	Rose Avenue K-5 School	**ASI NO.:**	**017**
OWNER:	Oxnard School District 1051 S. 'A' Street Oxnard, CA 93030	**DATE:**	08/22/2022
Construction Management	Caldwell Flores Winters, Inc. 815 Colorado Blvd. Suite 201 Los Angeles, CA 90042	**ARCHITECT:**	IBI Group 537 South Broadway, Suite 500 Los Angeles, CA 90013
CONTRACTOR:	Balfour Beatty 300 E. Esplanade Drive #1120 Oxnard, CCA 93036	**PROJECT NO.:**	109990
		DSA FILE NO.:	56-22
		APPLICATION NO.:	03-119284

The work shall be carried out in accordance with the Change Order prepared by the Owner. Prior to proceeding in accordance with these instructions, indicate your acceptance of these instructions for these changes to the Work, as consistent with the Contract Documents, by signing below and returning an executed original to the Architect within ten (10) days of receiving these instructions.

Description:

1. As a point of clarification provide accent paint and interior materials at locations indicated in attached clarification drawings **ASI 017 SK-A01 thru SK-A15**

Attachments: ASI 017 SK-A01 – A15

ISSUED: IBI GROUP, A CALIFORNIA PARTNERSHIP	ACCEPTED:
By: Ruben R Date: 08/22/2022	By: _____ Date: _____

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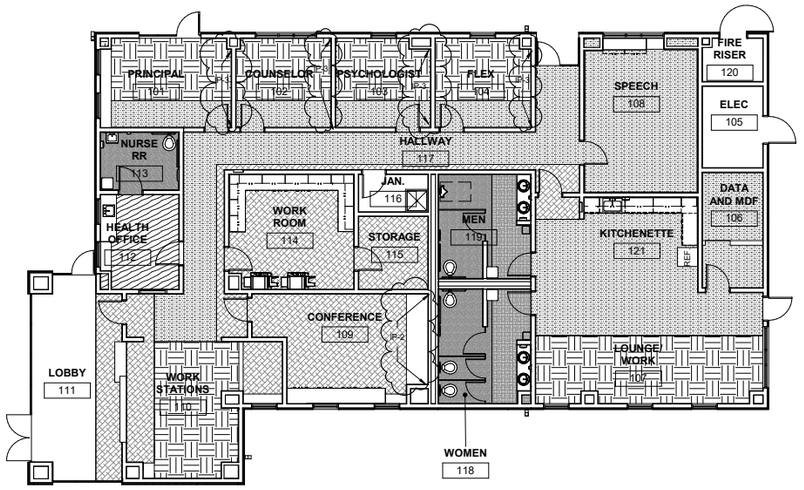

FINISH FLOOR PLAN

0 4' 8' 16'

LEGEND

CONCRETE
CONC-1

HOMOGENOUS SHEET VINYL
HSV-1

PORCELAIN TILE
PT-1

PT-2

PT-3

VINYL COMPOSITE TILE
VCT-1

VCT-2

VCT-3

VCT-4

VCT-5

VCT-6

NOTE: REFER TO DETAIL 15/A8500 FOR FLOOR TRANSITIONS

CLIENT

OXNARD SCHOOL DISTRICT

220 S. Driskill St, Oxnard, CA 93030

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ISSUES

NO	ISSUANCE	DATE
1	ASI 017	08/18/22

CONSULTANTS

AGENCY INFORMATION:

AGENCY TRACKING NO	FILE NO
72538-107	56-22

IDENTIFICATION STAMP
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OFFICE OF REGULATION SERVICES
03-119284
AC_____ FLS_____ SS_____
DATE_____

SEAL

PRIME CONSULTANT
IBI
315 W 9th Street, Suite 600
Los Angeles, CA 90015
tel (213) 769-0011 fax
tel(213)-769-0016

PROJECT

ROSE AVENUE K-5 SCHOOL

220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO: 109990	
DRAWN BY: **Author**	CHECKED BY: **Checker**
PROJECT MGR: **Designer**	APPROVED BY: **Approver**
SCALE: **1/8" = 1'-0"**	DATE: **08/22/2022**

SHEET TITLE

BUILDING A - FLOOR FINISH PLAN

SHEET NUMBER **ASI 17 SK-A01**
A2311A

ISSUE

BIM 360://109990 - Rose Avenue Elementary School Re-Construction
Model/109990_Rose_Avenue_Elementary_School_Re-Construction_A_ACCDocs.rvt

RFI #--482

Balfour Beatty

Balfour Beatty Construction, LLC
13520 Evening Creek Drive North, Suite 270
San Diego, California 92128
Phone: (858) 635-7400

Project: 15650000 - Rose Ave. Elem School Reconstruction
220 South Driskill Street
Oxnard, California 93030

Building A - Lobby VCT Installation Clarification

TO:	Ruben Ruiz **(Arcadis)** Linda Iversen **(Arcadis)**	**FROM:**	Ivan Hurtado Vazquez **(Balfour Beatty)** 300 E. Esplanade Drive #1120 Oxnard, California 93036
DATE INITIATED:	10/03/2023	**STATUS:**	Open
LOCATION:	BUILDING A	**DUE DATE:**	10/10/2023
PROJECT STAGE:	3. Construction	**COST CODE:**	
SUB JOB:	001 Construction	**SCHEDULE IMPACT:**	No
COST IMPACT:	No	**SPEC SECTION:**	09 68 13 - Tile Carpeting
DRAWING NUMBER:		**REFERENCE:**	
LINKED DRAWINGS:			
RECEIVED FROM:	Race Gentry **(Donald M Hoover Company (Fontana))**		
COPIES TO:			

Question from Ivan Hurtado Vazquez (Balfour Beatty) at 03:02 PM on 10/03/2023

Referencing the original plan sheet A2311A (Building A - Floor Finish Plan), It illustrates room 111 (lobby) having two different VCT colors. On 8/22/2022, ASI 017 SK- A01 illustrates only having one type of VCT on the south end of the room. On 10/25/22, CDR # 38.2 states removing all VCT in the lobby, including credit back to the owner. During previous site walks last month, upon seeing the finish in the lobby, there were questions regarding the finish. Please advise if the VCT is to be installed or is to remain as a sealed floor.

Awaiting an Official Response

All Replies:

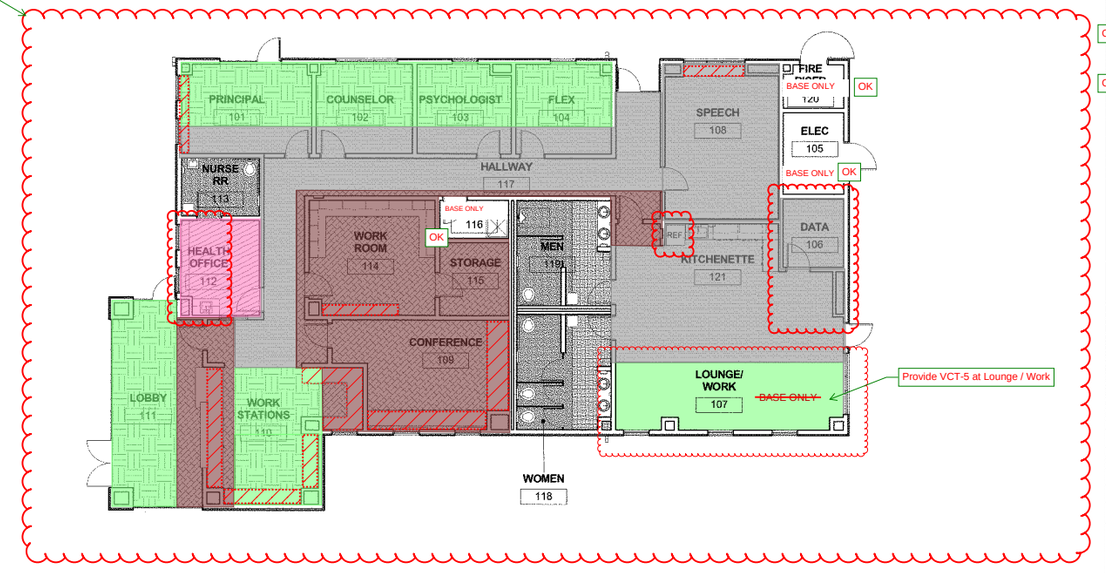
Per District Approval, install VCT at Administration Lobby per approved Shop Drawings - 09 65 00-3.0 - Resilient Flooring

Ruben R.
Arcadis-IBI
10/09/2023

BY **DATE** **COPIES TO**

- Coordinate with Updated Base Plans. Some rooms have been modified.

- Refer to Casework Submittal revisions. Highlighted areas depict casework being removed. Continue flooring throughout.



Provide VCT-5 at Lounge / Work

FINISH FLOOR PLAN

0 4' 8' 16'

N

LEGEND

CONCRETE

CONC-1

HOMOGENOUS SHEET VINYL

OK HSV-1 Armstrong Medintech Sheet Vinyl Flooring Color 84410 Color Fleck - 6" Self-Coved Base

PORCELAIN TILE

PT-1

PT-2

PT-3

VINYL COMPOSITE TILE

OK VCT-1 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 51908 Pewter

OK VCT-2 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 51868 Smokey Brown

OK VCT-3 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 51878 Golden

OK VCT-4 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 51882 Serene Blue

OK VCT-5 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 51866 Little Green Apple

OK VCT-6 Armstrong Standard Excelon Imperial Texture VCT Flooring Color 57516 Screamin Pumpkin

NOTE: REFER TO DETAIL 15/A8500 FOR FLOOR TRANSITIONS

Revise color for Resilient Base be "660 Rocky" (TS-Rubber, Vulcanized Thermoset)

Burke 4" Rubber Coved Wall Base Color ~~597 Mocha~~ (at all locations where new rubber wall base is specified)

CLIENT

OXNARD SCHOOL DISTRICT

220 S. Driskill St, Oxnard, CA 93030

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ISSUES

NO.	ISSUANCE	DATE

CONSULTANTS

AGENCY INFORMATION:

AGENCY TRACKING NO 72538-107 | FILE NO 56-22

IDENTIFICATION STAMP
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OFFICE OF REGULATION SERVICES

03-119284

AC FLS DL HS SS 84

DATE JUL 10 2019

SEAL

LICENSED ARCHITECT
CRAIG ATKINSON
C25387
REN. 4/21
STATE OF CALIFORNIA

PRIME CONSULTANT

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315 W 9th Street, Suite 600
Los Angeles, CA 90015
tel (213) 769-0011 fax (213)-769-0016
ibigroup.com

PROJECT

ROSE AVENUE K-5 SCHOOL

220 S. DRISKILL ST,
OXNARD, CA 93030

PROJECT NO: 109990

DRAWN BY:	CHECKED BY:
Author	Checker
PROJECT MGR:	APPROVED BY:
Designer	Approver
SCALE: 1/8" = 1'-0"	DATE: 06/05/2019

SHEET TITLE

BUILDING A - FLOOR FINISH PLAN

SHEET NUMBER A2311A

ISSUE 54

BIM 360:/109990 - Rose Avenue Elementary/ATW-109990-RoseES-BLDG01-A-V16.rvt

	Owner	[X]	Oxnard School District
Contingency	Architect	[X]	IBI Group
Draw	Contractor	[X]	Balfour Beatty
Request (CDR)	PM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 178 R1

Date: 6-5-2024

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

The Contract is changed as follows:

Ref. Cost Event 083 - CDR 178 R1 - RFI 217 Bldg B MPR - Speaker Covers Provide labor, materials and equipment to install speaker covers in Bldg B MPR per RFI-SKA01.	$ 3,574.00

☐ The cost of this work will be drawn from Contractor Contingency:

☑ The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Hamills	By :	By:
Date: 2024-06-05	Date: 06/06/2024	Date:

OWNER - Oxnard School District By : _____ Date: _____

Econo Fence confirmed that their fleet of trucks are Ford F550s and F650s which are trucks that weigh over 1-1/2 tons - see attached spec sheets on page 3 and 4.

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	6-5-2024
Permit Number:	DSA# 03-119284	Change Event No.:	083
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event 083 - CDR 178 R1 - RFI 217 Bldg B MPR - Speaker Covers

Provide labor, materials and equipment to install speaker covers in Bldg B MPR per RFI-SKA01.

A. Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)				
	$	-		
	$	-		
	$	-		
		Subtotal A:	**$**	**-**
B. Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)				
Econo Fence	$	3,573.72		
		Subtotal B:	**$**	**3,573.72**
C. General Contractor's Cost				
Material (See attached supporting documentation.)	$	-		
Taxes at 9.5% of Material	$	-		
Labor (includes Fringe Benefits)	$	-		
Payroll Taxes and Insurances at 9.5% of Labor		included above		
Construction Equipment (see attached supporting documentation)	$	-		
		Subtotal C:	**$**	**-**
D. General Contractor's Overhead and Profit*	* N/A for Contingency Draw Requests			
Overhead & Profit 5% of Subtotal A				
Overhead & Profit 5% of Subtotal B	n/a			
Overhead & Profit 10% of Subtotal C	$	-		
		Subtotal D:		
E. Bond at 1%		**Subtotal E:**	**$**	**-**
Grand Total = (A + B + C + D + E)			**$**	**3,574.00**

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2024-06-05

Print Name & Title (General Contractor) — Signature — Date

EXTERIOR DIMENSIONS (INCHES UNLESS OTHERWISE NOTED)

	Regular Cab				SuperCab		CrewCab	
Cab to axle drivetrain	60	84	108	120	60	84	60	84
	4x2/4x4	4x2/4x4	4x2/4x4	4x2/4x4	4x2/4x4	4x2/4x4	4x2/4x4	4x2/4x4
Wheelbase	145.3	169.3	193.3	205.3	167.9	191.9	179.8	203.8
Length overall	230.7*	254.8**	278.8	290.7	253.3	277.4	265.2	289.2
Height, F-350 SRW (without options)	79.1/81.9	–	–	–	79.3/82.0	–	79.4/82.1	–
Height, F-350 DRW (without options)	79.3/82.2	79.2/82.0	–	82.3/82.3	79.6/82.2	–	79.7/82.3	–
Height, F-450 DRW (without options)	82.6/82.6	82.4/82.4	–	82.4/82.4	82.5/82.5	82.5/82.4	82.8.7/82.6	82.6/82.5
Height, F-550 DRW (without options)	82.6/82.6	82.4/82.4	82.5/82.4	82.4/82.4	82.7/82.5	82.5/82.5	82.8/82.8	82.6/82.6
Track, front, F-350 SRW	68.3	–	–	–	68.3	–	68.3	–
Track, front, F-350 DRW	69.1	69.1	–	–	69.1	–	69.1	–
Track, front, F-450 DRW	74.8	74.8	74.8	74.8	74.8	74.8	74.8	74.8
Track, front, F-550 DRW	74.8	74.8	74.8	74.8	74.8	74.8	74.8	74.8
Track, rear, F-350 SRW	68.1	–	–	–	68.1	–	68.1	–
Track, rear, F-350 DRW (tire center width)	71.1	71.1	–	–	71.1	–	71.1	–
Track, rear,F-450 DRW (tire center width)	74.0	74.0	74.0	74.0	74.0	74.0	74.0	74.0
Track, rear, F-550 DRW (tire center width)	74.0	74.0	74.0	74.0	74.0	74.0	74.0	74.0
Rear axle clearance, F-350 SRW	9.0/8.9	–	–	–	9.0/9.0	–	9.0/8.9	–
Rear axle clearance, F-350 DRW	8.4/8.3	8.4/8.4	–	–	8.4/8.4	–	8.4/8.4	–
Rear axle clearance, F-450 DRW	8.5/8.5	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6
Rear axle clearance, F-550 DRW	8.5/8.5	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6	8.6/8.6
Frame rail width, F-350 SRW	34.1	–	–	–	34.1	–	34.1	–
Frame rail width, F-350 DRW	34.1	34.1	–	–	34.1	–	34.1	–
Frame rail width, F-450 DRW	34.2	34.2	34.2	34.2	34.2	34.2	34.2	34.2
Frame rail width, F-550 DRW	34.2	34.2	34.2	34.2	34.2	34.2	34.2	34.2
Rear axle to end of frame	47.2*	47.2**	47.2	47.2	47.2	47.2	47.2	47.2
Overhang, front	38.3	38.3	38.3	38.3	38.3	38.3	38.3	38.3
Base Curb Weight, 4x2 Only								
6.2-liter SRW F-350, 17-inch Wheels	5,426 lbs.	–	–	–	5,722 lbs.	–	5,963 lbs.	–
6.7-liter SRW F-350, 17-inch Wheels	6,167 lbs.	–	–	–	6,515 lbs.	–	6,758 lbs.	–
7.3-liter SRW F-350, 17-inch Wheels	5,426 lbs.	–	–	–	5,722 lbs.	–	5,963 lbs.	–
6.2-liter SRW F-350, 18-inch Wheels	5,626 lbs.	–	–	–	5,922 lbs.	–	6,163 lbs.	–
6.7-liter SRW F-350, 18-inch Wheels	6,367 lbs.	–	–	–	6,715 lbs.	–	6,958 lbs.	–
7.3-liter SRW F-350, 18-inch Wheels	5,626 lbs.	–	–	–	5,922 lbs.	–	6,163 lbs.	–
6.2-liter DRW F-350	6,053 lbs.	6,100 lbs.	–	–	6,394 lbs.	–	6,540 lbs.	–
6.7-liter DRW F-350	6,792 lbs.	6,861 lbs.	–	–	7,149 lbs.	–	7,301 lbs.	–
7.3-liter DRW F-350	6,053 lbs.	6,100 lbs.	–	–	6,394 lbs.	–	6,540 lbs.	–
7.3-liter DRW F-450	6,641 lbs.	6,709 lbs.	6,890 lbs.	6,942 lbs.	6,947 lbs.	7,133 lbs.	6,947 lbs.	7,267 lbs.
6.7-liter DRW F-450	7,390 lbs.	7,455 lbs.	7,635 lbs.	7,696 lbs.	7,697 lbs.	7,909 lbs.	7,697 lbs.	8,015 lbs.
7.3-liter DRW F-550	6,641 lbs.	6,709 lbs.	6,890 lbs.	6,942 lbs.	6,947 lbs.	7,133 lbs.	7,112 lbs.	7,267 lbs.
6.7-liter DRW F-550	7,390 lbs.	7,455 lbs.	7,635 lbs.	7,696 lbs.	7,697 lbs.	7,909 lbs.	7,842 lbs.	8,015 lbs.
7.3-liter DRW F-550	6,681 lbs.	6,749 lbs.	6,930 lbs.	6,982 lbs.	6,987 lbs.	7,173 lbs.	7,152 lbs.	7,307 lbs.
6.7-liter DRW F-550	**7,430 lbs.**	**7,495 lbs.**	**7,675 lbs.**	**7,736 lbs.**	**7,737 lbs.**	**7,949 lbs.**	**7,882 lbs.**	**8,055 lbs.**

*89.4- inch with optional aft-axle frame extension, F-450, F-550, 273.0- inch overall length
**79.6- inch with optional aft-axle frame extension, F-550, 287.2- inch overall length

FRAMES

FRAME ORDER CODE	533	534	535	536	537	538	539	41R
AVAILABILITY								
Pro Loader® – F-650 Gas & Diesel	–	–	–	–	S	–	–	–
Straight Frame – F-650 Gas & Diesel	0	S	0	0	–	0	–	–
Straight Frame – F-750 Gas & Diesel	–	–	S	0	–	0	0	0
Tractor – F-650/F-750 Diesel	–	–	–	S	–	–	–	–
SPECIFICATIONS								
Depth (in.)	9.125	10.125	10.250	10.125	9.125	10.250	10.375	10.813
Width (in.)	3.062	3.062	3.092	3.580	3.062	3.610	3.705	3.892
Thickness (in.)	0.312	0.312	0.375	0.312	0.312	0.375	0.438	0.312
Yield (psi)	80,000	50,000	80,000	120,000	80,000	120,000	120,000	120,000
Maximum section modulus (cu. in.)	10.75	12.64	15.14	14.18	10.75	16.98	20.11	29.84
Maximum resisting bending moment (in.-lbs.)	860,000	632,000	1,211,000	1,701,600	860,000	2,037,600	2,413,200	3,580,800

WEIGHT RATINGS

	PRO LOADER		STRAIGHT FRAME				TRACTOR	
(lbs.)	F-650 Gas	F-650 Diesel	F-650 Gas	F-650 Diesel	F-750 Gas	F-750 Diesel	F-650 Diesel	F-750 Diesel
AXLES								
Front axle rating	8,500 (S)	8,500 (S)	8,500 (S) 10,000 (0)	8,500 (S) 10,000 (0)	10,000 (S) 12,000 (0)	10,000 (S) 12,000 (0) 14,000 (0)	10,000 (S)	10,000 (S) 12,000 (0) 14,000 (0)
Rear axle rating – Single-speed	13,500 (S) 17,500 (0)	13,500 (S) 17,500 (0)	17,500 (S) 19,000 (0)	17,500 (S) 19,000 (0)	21,000 (S)	21,000 (S) 23,000 (0) 26,000 (0)	17,500 (S) 19,000 (0)	21,000 (S) 23,000 (0) 26,000 (0)
Rear axle rating – 2-speed						21,000 (0)		21,000 (0)
SUSPENSIONS								
Front spring rating	8,500 (S) 10,000 (0)	8,500 (S)	8,500 (S) 10,000 (0) 12,000 (0)	8,500 (S) 10,000 (0) 12,000 (0)	10,000 (S) 12,000 (0) 13,200 (0)	10,000 (S) 12,000 (0) 13,200 (0) 14,000 (0)	10,000 (S) 12,000 (0)	10,000 (S) 12,000 (0) 13,200 (0) 14,000 (0)
Rear multi-leaf spring rating	15,500 (S) 19,000 (0)	15,500 (S) 19,000 (0)	19,000 (S) 21,000 (0)	19,000 (S) 21,000 (0)	21,000 (S) 23,000 (0)	21,000 (S) 23,000 (0) 31,000 (0)	19,000 (S) 21,000 (0)	21,000 (S) 23,000 (0) 31,000 (0)
Rear air-suspension rating		12,000 (0) 19,000 (0)		19,000 (0) 21,000 (0)		21,000 (0) 23,000 (0)	19,000 (0) 21,000 (0)	21,000 (0) 23,000 (0)
GVWR RANGE								
Minimum	22,000	20,500	26,000	26,000	31,000	31,000	27,500	31,000
Maximum	26,000	26,000	29,000	29,000	33,000	37,000	29,000	37,000
GCWR	37,000	50,000	37,000	50,000	37,000	50,000	50,000	50,000
CURB WEIGHT RANGE								
Minimum	8,748	9,407	9,618	10,278	9,748	10,408	11,062	11,274
Maximum	9,527	10,186	11,144	11,897	11,023	12,405	11,573	11,785

	Owner	[X]	Oxnard School District
Contingency	Architect	[X]	IBI Group
Draw	Contractor	[X]	Balfour Beatty
Request (CDR)	PM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 178

Date: 6-3-2024

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

Revise & Resubmit
- See remarks

The Contract is changed as follows:

Ref. Cost Event 083 - CDR 178 - RFI 217 Bldg B MPR - Speaker Covers Provide labor, materials and equipment to install speaker covers in Bldg B MPR per RFI-SKA01.	$ ~~3,574.00~~

☐ The cost of this work will be drawn from Contractor Contingency:

☑ The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Alamillo	By :	By:
Date: 2024-06-03	Date:	Date:

OWNER - Oxnard School District By : _____ Date: _____

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	6-3-2024
Permit Number:	DSA# 03-119284	Change Event No.:	083
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event 083 - CDR 178 - RFI 217 Bldg B MPR - Speaker Covers

Provide labor, materials and equipment to install speaker covers in Bldg B MPR per RFI-SKA01.

A. Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)				
	$	-		
	$	-		
	$	-		
		Subtotal A:	**$**	**-**
B. Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)				
Econo Fence	$	3,573.72		
		Subtotal B:	**$**	**3,573.72**
C. General Contractor's Cost				
Material (See attached supporting documentation.)	$	-		
Taxes at 9.5% of Material	$	-		
Labor (includes Fringe Benefits)	$	-		
Payroll Taxes and Insurances at 9.5% of Labor		included above		
Construction Equipment (see attached supporting documentation)	$	-		
		Subtotal C:	**$**	**-**
D. General Contractor's Overhead and Profit*	* N/A for Contingency Draw Requests			
Overhead & Profit 5% of Subtotal A				
Overhead & Profit 5% of Subtotal B	n/a			
Overhead & Profit 10% of Subtotal C	$	-		
		Subtotal D:		
E. Bond at 1%		**Subtotal E:**	**$**	**-**
Grand Total = (A + B + C + D + E)			**$**	**3,574.00**

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2024-06-03

Print Name & Title (General Contractor) — Signature — Date

ECONO FENCE INC.

5261 Pedley Road, Riverside, CA, 92509 • P: 951.685.5000 • F: 951.360.8685 • License No. 337734 • DIR #1000001395

POTENTIAL CHANGE ORDER

#10

June 3, 2024

Balfour Beatty Construction
ATTENTION: Filbert

SENT FROM: Judd Leslie

ROSE AVE. E.S.

REFERENCE: **Add (3ea.) pieces of perforated metal for speaker cover. (T-MOLDING BY OTHERS)**

ITEM DESCRIPTION	QTY		UNIT COST	TOTAL
MATERIALS:				
– Custom perforated metal	3 ea	@	$130.31 ea	$390.94
– Custom u-edging	12 ea	@	$18.05 ea	$18.05
– Custom paint	Lump Sum	@	$150.00 ea	$150.00
			SUBTOTAL:	$558.99
			TAX:	$48.91
			SHIPPING:	$179.63
			TOTAL MATERIALS:	**$787.53**
EQUIPMENT:				
Stakebed Truck	8 hrs	@	$25.00 hr	$200.00
			TOTAL EQUIPMENT:	**$200.00**
LABOR:				
– Foreman	8 hrs	@	$88.76 per hr	$710.08
– Laborer	8 hrs	@	$82.40 per hr	$659.20
Shop Foreman:				
– Foreman	16 hrs	@	$45.00 per hr	$720.00
			TOTAL LABOR:	**$2,089.28**

Per email dated 02/23/2024, you can charge for truck if 1-½ ton or greater work truck with tools and equipment permanently mounted.
I don't foresee any truck mounted tools or equipment that would be required to install the covers.
I'd be willing to accept half for delivery.

SUBTOTAL:	**$3,076.81**
15% Overhead & Profit:	**$461.52**
BONDS @ 1% :	$35.38
TOTAL ADD:	**$3,573.72**

RFI #--217

Balfour Beatty

Balfour Beatty Construction, LLC
13520 Evening Creek Drive North, Suite 270
San Diego, California 92128
Phone: (858) 635-7400

Project: 15650000 - Rose Ave. Elem School Reconstruction
220 South Driskill Street
Oxnard, California 93030

Bldg B MPR - A/V Speakers

TO:	Ruben Ruiz **(IBI Group)**	**FROM:**	Filbert Carbajal **(Balfour Beatty)** 300 E. Esplanade Drive #1120 Oxnard, California 93036
DATE INITIATED:	10/07/2022	**STATUS:**	Open
LOCATION:	BUILDING B	**DUE DATE:**	10/14/2022
PROJECT STAGE:	3. Construction	**COST CODE:**	
SUB JOB:	001 Construction	**SCHEDULE IMPACT:**	TBD
COST IMPACT:	TBD	**SPEC SECTION:**	
DRAWING NUMBER:		**REFERENCE:**	
LINKED DRAWINGS:			
RECEIVED FROM:			

COPIES TO:
Leon Cavallo **(Balfour Beatty)**, Alex Garcia **(Balfour Beatty)**, Ken Hinge **(Kenco Construction Services)**, Linda Iversen **(IBI Group)**, Janvi Kanani **(IBI Group)**, Dennis Kuykendall **(Balfour Beatty)**, Arega Mehrabian **(IBI Group)**, Rick Ostrander **(CFW, Inc.)**

Question from Filbert Carbajal (Balfour Beatty) at 08:57 AM on 10/03/2022

Per the request from the District, contractor will install (1) speaker just above the cased opening leading into the food service and the right and left channels will be installed above the niche soffit wall. All three speakers should line up.

Propose a finished opening that is 3” bigger on all four sides, gypsum finish. Speaker has a built in bracket; ask if an air craft cable tie-off is required and confirm a custom speaker grill will be installed as coordinated with the District.

The speaker niche will require a speaker wire pathway and single 120v convenience receptacle per speaker.

Attachments:
Control 31 Spec Sheet Review.pdf Bldg B MPR - Speaker Loactions R1.pdf

Awaiting an Official Response

All Replies:

Attached are revised plans.
Bahram Roshanian
10/13/22

- No Exceptions Taken to opening of Speakers being 3" bigger.
  Coordinate w/ District for final locations.
- Please coordinate w/ Mfr. if cable is required. If so, do they have a cable attachment option?
- Provide grill cover to prevent damage. See attached RFI 217-SKA01

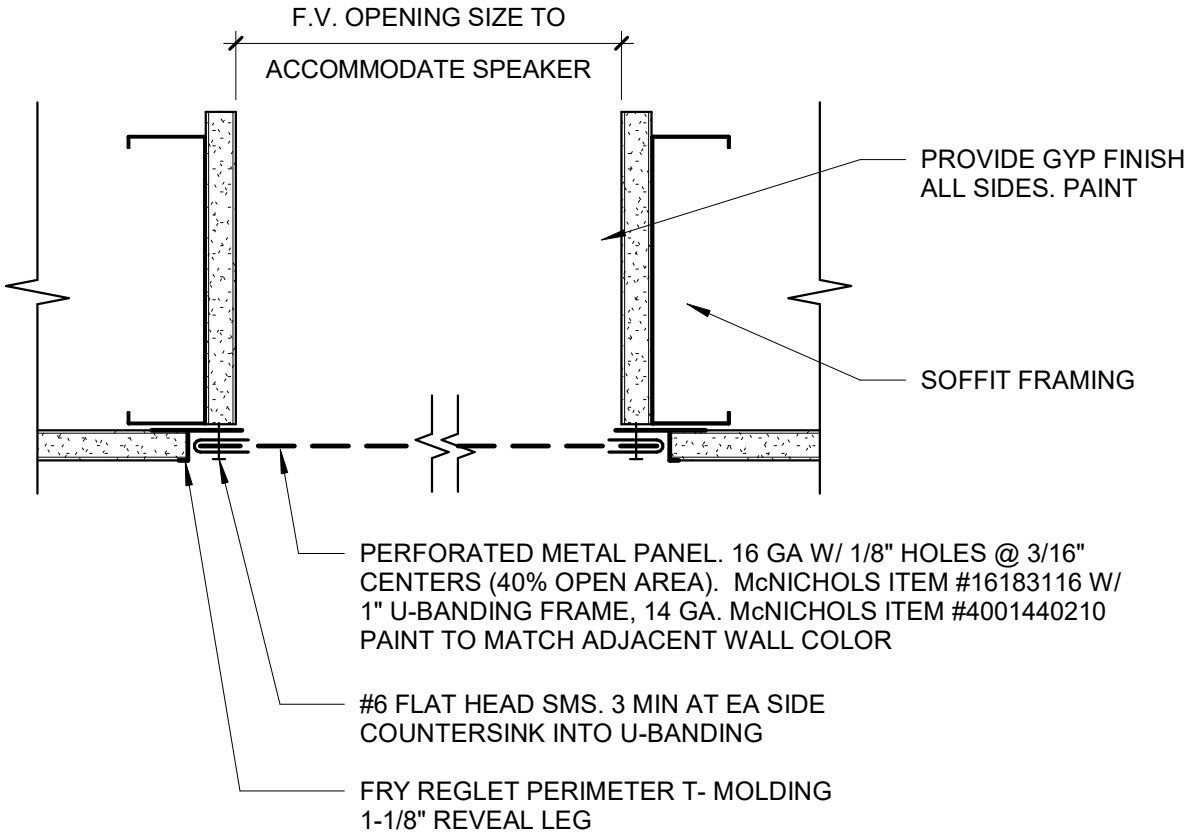
- See attached Electrical Drawing for receptacles.

Ruben R.
IBI Group
10/14/2022

Please review this clarification as it relates to your scope of work. Upon completion of your review, notify our field office of all scope changes which may implicate a change in cost or time to your subcontract. We will consider this clarification incorporated into your scope of work with no additional cost or time if our field office has not received a notification from you within three (3) business days of the issuance of this communication. Contact us should you have any questions.

BY **DATE** **COPIES TO**

Refer to RFI217-SK01,
for all three conditions
Ab
Bb
Cb
Db
Eb
Fb
Gb
1.3b
1.4b
2b
2.1b
2.2b
2.3b
2.4b
3b
1b(8)-Db(1) : F.F. (8)
X: 8ft 4.628 Y: 38ft 7.988 Z: 8ft 2.781



1 A/V SPEAKER SCREEN
3" = 1'-0"

IBI
Los Angeles
537 South Broadway, Suite 500
Los Angeles CA 90013
Tel: 213.769.0011 Fax: 213.769.0016

A.V. SPEAKER COVER

ROSE AVENUE K-5 SCHOOL

DATE 10/14/22

OXNARD SCHOOL DISTRICT

OXNARD
CA

PROJECT NO.	DSA FILE NO.	56-22	REFERENCE SHEET NO.
109990	DSA APP. NO.	03-119284	RFI 217

RFI217
SK-01

Contingency Draw Request (CDR)

Owner	[X]	Oxnard School District
Architect	[X]	IBI Group
Contractor	[X]	Balfour Beatty
PM	[X]	CFW, Inc.

CONTINGENCY DRAW REQUEST

PROJECT: Rose Ave. K-5 Reconstruction
200 East Driskill St.
Oxnard, CA 93030

Contingency Request #: 183

Date: 7-26-2024

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

The Contract is changed as follows:

Ref. Cost Event 353 - CDR 183 - RFI 537 Building C North Stairs - Roof Runoff Conflict Provide labor, materials, and equipment to install water diverter with Tremco clad sheet metal to Bldg C North roof per RFI 537.	$ 2,195.00

☐ The cost of this work will be drawn from Contractor Contingency:

☑ The cost of this work will be drawn from Project (E&O) Contingency:

NOT VALID UNTIL SIGNED BY THE OWNER/DISTRICT & CONTRACTOR

CONTRACTOR	ARCHITECT	PROGRAM MANAGER
Balfour Beatty	IBI Group	CFW Group, Inc.
By: Rafael Flamillo	By :	By:
Date: 2024-07-26	Date: 07/26/2024	Date:

OWNER - Oxnard School District By : _____ Date: _____

CHANGE ORDER REQUEST (COR)

Owner:	Oxnard School District	Date:	7-26-2024
Permit Number:	DSA# 03-119284	Change Event No.:	353
Project Name:	Rose Ave. K-5 Reconstruction		
Project Number:	15650001		
To: (Program Manager)	Gerald Schober - CFW	Contract Number:	P22-01685
From: (Contractor or Design)	Balfour Beatty	Task Order Number:	n/a

The following is an itemized QUOTATION regarding requested modifications to the contract documents

Description of Work:

Ref. Cost Event 353 - CDR 183 - RFI 537 Building C North Stairs - Roof Runoff Conflict

Provide labor, materials, and equipment to install water diverter with Tremco clad sheet metal to Bldg C North roof per RFI 537.

A. Subtier Contractor's Cost (includes Subtier Contractor Overhead & Profit 10%)				
	$	-		
	$	-		
	$	-		
		Subtotal A:	**$**	**-**
B. Subcontractor's Cost (includes Subcontractor Overhead & Profit NTE 15%)				
Commercial Roofing	$	2,195.29		
		Subtotal B:	**$**	**2,195.29**
C. General Contractor's Cost				
Material (See attached supporting documentation.)	$	-		
Taxes at 9.5% of Material	$	-		
Labor (includes Fringe Benefits)	$	-		
Payroll Taxes and Insurances at 9.5% of Labor		included above		
Construction Equipment (see attached supporting documentation)	$	-		
		Subtotal C:	**$**	**-**
D. General Contractor's Overhead and Profit*	* N/A for Contingency Draw Requests			
Overhead & Profit 5% of Subtotal A				
Overhead & Profit 5% of Subtotal B	n/a			
Overhead & Profit 10% of Subtotal C	$	-		
		Subtotal D:		
E. Bond at 1%		**Subtotal E:**	**$**	**-**
Grand Total = (A + B + C + D + E)			**$**	**2,195.00**

The request could potentially Increase **the Milestones and/or Contract Time by TBD calendar days.**

☐

Rafael Alamillo, Project Manager - Balfour Beatty — Rafael Alamillo — 2024-07-26

Print Name & Title (General Contractor) — Signature — Date

COMMERCIAL ROOFING SYSTEMS, INC.

PROPOSED CHANGE ORDER

PROJECT NAME: Rose Ave ES

DATE: 7/25/2024

CHANGE ORDER #: 11- RFI 357 Clad metal water diverter

DESCRIPTION OF CHANGE: Additional costs to for installing water diverter with Tremco clad sheet metal. Per RFI 357

ITEM DESCRIPTION	MATERIAL			LABOR			EQUIPMENT/SUBCONTRACTOR		
	QUANTITY	UNIT COST	EXTENSION	QUANTITY	RATE	EXTENSION	QUANTITY	UNIT COST	EXTENSION
Tremco Kee clad metal	1	$588.40	$588.40			$0.00			$0.00
Tremco kee stripping membrane	1	$406.18	$406.18			$0.00			$0.00
Fasteners	1	$32.10	$32.10			$0.00			$0.00
Caulking	1	$22.00	$22.00			$0.00			$0.00
Freight	1	$68.00	$68.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
Labor Journeyman Roofer			$0.00	8	$81.20	$649.60			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
			$0.00			$0.00			$0.00
SUBTOTALS:			$1,116.68			$649.60			$0.00

MATERIALS		$1,116.68	
SALES TAX	10.25 %	$114.46	$1,231.14
LABOR		$649.60	
EQUIPMENT/SUBCONTRACTOR		$0.00	
SUBTOTAL DIRECT COSTS		$1,880.74	
OVERHEAD ON DIRECT COSTS	15 %	$282.11	
SUBTOTAL			**$2,162.85**
BOND	1.5 %		**$32.44**
TOTAL			**$2,195.29**

APPROVED BY: _____ Name/Date: _____

11735 Goldring Rd. * Arcadia, CA * 91006 * Phone: (626)359-5354 * Fax (626)359-2654

RFI #--537

Balfour Beatty

Balfour Beatty Construction, LLC
13520 Evening Creek Drive North, Suite 270
San Diego, California 92128
Phone: (858) 635-7400

Project: 15650000 - Rose Ave. Elem School Reconstruction
220 South Driskill Street
Oxnard, California 93030

Building C North Stairs - Roof Runoff Conflict

TO:	Ruben Ruiz **(Arcadis)** Ruben Ruiz **(Arcadis)** Linda Iversen **(Arcadis)**	**FROM:**	Ivan Hurtado Vazquez **(Balfour Beatty)** 300 E. Esplanade Drive #1120 Oxnard, California 93036
DATE INITIATED:	01/19/2024	**STATUS:**	Closed on 01/26/24
LOCATION:	BUILDING C NORTH	**DUE DATE:**	01/26/2024
PROJECT STAGE:	3. Construction	**COST CODE:**	
SUB JOB:	001 Construction	**SCHEDULE IMPACT:**	TBD
COST IMPACT:	Yes (Unknown)	**SPEC SECTION:**	07 54 13 - Tripolymer Alloy Roofing
DRAWING NUMBER:		**REFERENCE:**	
LINKED DRAWINGS:	A2810C		
RECEIVED FROM:			
COPIES TO:			

Question from Ivan Hurtado Vazquez (Balfour Beatty) at 11:07 AM on 01/19/2024

Per the site walk on 1-18-23, Before the OAC meeting, Per District observation, there was an excess water runoff from the roof that fell onto C North stairs. As a result, water has damaged the finishes for the stairs and will. Please advise on a way to divert the water off.

Attachments:
RFI 357 .pdf

Awaiting an Official Response

All Replies:

Response from Ivan Hurtado Vazquez (Balfour Beatty) at 02:25 PM on 01/26/2024

To clarify, the water is NOT damaging the finishes at the stairs. This is a false statement.
Install angle at roof to divert water to main roof. See attached sketch RFI 537-A1.
Ruben R.
Arcadis
01/26/2024

Attachments:
Transmittal_RFI - 537 (Responded and Closed).pdf RFI 537 Building C North Stairs - Roof Runoff Conflict_Rsp.pdf

BY **DATE** **COPIES TO**

RFI #--537

Balfour Beatty

Balfour Beatty Construction, LLC
13520 Evening Creek Drive North, Suite 270
San Diego, California 92128
Phone: (858) 635-7400

Project: 15650000 - Rose Ave. Elem School Reconstruction
220 South Driskill Street
Oxnard, California 93030

Building C North Stairs - Roof Runoff Conflict

TO:	Ruben Ruiz **(Arcadis)** Ruben Ruiz **(Arcadis)** Linda Iversen **(Arcadis)**	**FROM:**	Ivan Hurtado Vazquez **(Balfour Beatty)** 300 E. Esplanade Drive #1120 Oxnard, California 93036
DATE INITIATED:	01/19/2024	**STATUS:**	Open
LOCATION:	BUILDING C NORTH	**DUE DATE:**	01/26/2024
PROJECT STAGE:	3. Construction	**COST CODE:**	
SUB JOB:	001 Construction	**SCHEDULE IMPACT:**	TBD
COST IMPACT:	Yes (Unknown)	**SPEC SECTION:**	07 54 13 - Tripolymer Alloy Roofing
DRAWING NUMBER:		**REFERENCE:**	
LINKED DRAWINGS:			
RECEIVED FROM:			
COPIES TO:			

Question from Ivan Hurtado Vazquez (Balfour Beatty) at 11:07 AM on 01/19/2024

Per the site walk on 1-18-23, the team identified excess water runoff from the roof falling onto C North stairs. As a result, water has damaged the finishes for the stairs and will. Please advise on a way to divert the water off.

Attachments:
RFI 357 .pdf

will what?

*Continue to damage material

Awaiting an Official Response

537

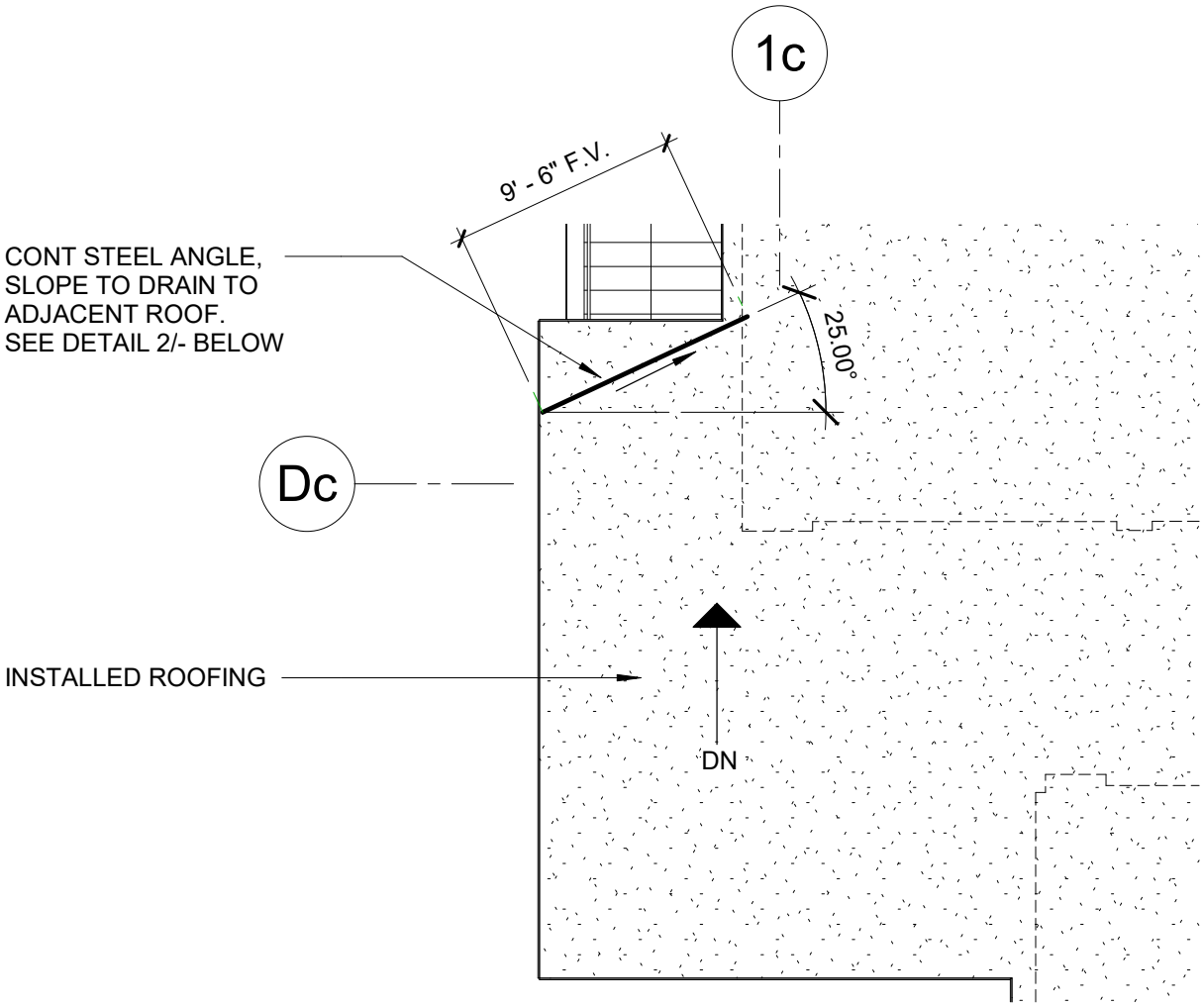
All Replies:

To clarify, the water is NOT damaging the finishes at the stairs. This is a false statement.

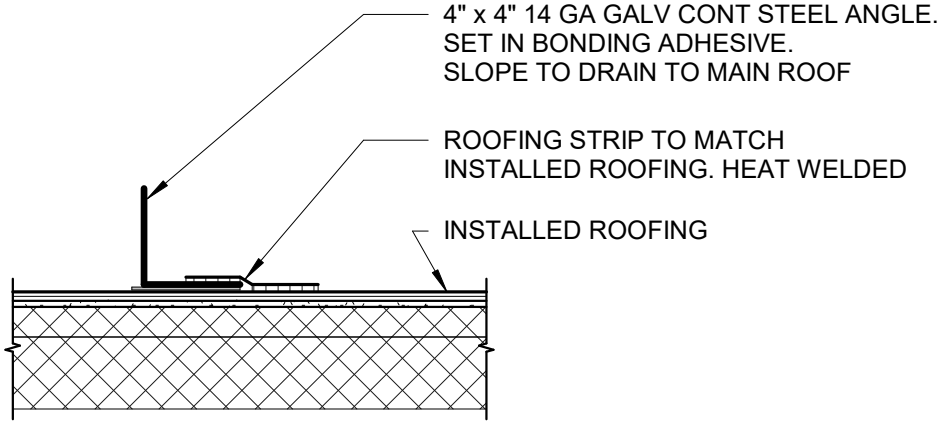
Install angle at roof to divert water to main roof. See attached sketch RFI 537-A1.

Ruben R.
Arcadis
01/26/2024

BY **DATE** **COPIES TO**



1 PARTIAL ROOF PLAN - NORTH
1/8" = 1'-0"



2 ANGLE ATTACHMENT
1 1/2" = 1'-0"

IBI
Los Angeles
537 South Broadway, Suite 500
Los Angeles CA 90013
213.769.0011 fax: 213.769.0016

BLDG C - NORTH STAIR - ROOF RUN-OFF

ROSE AVENUE K-5 SCHOOL

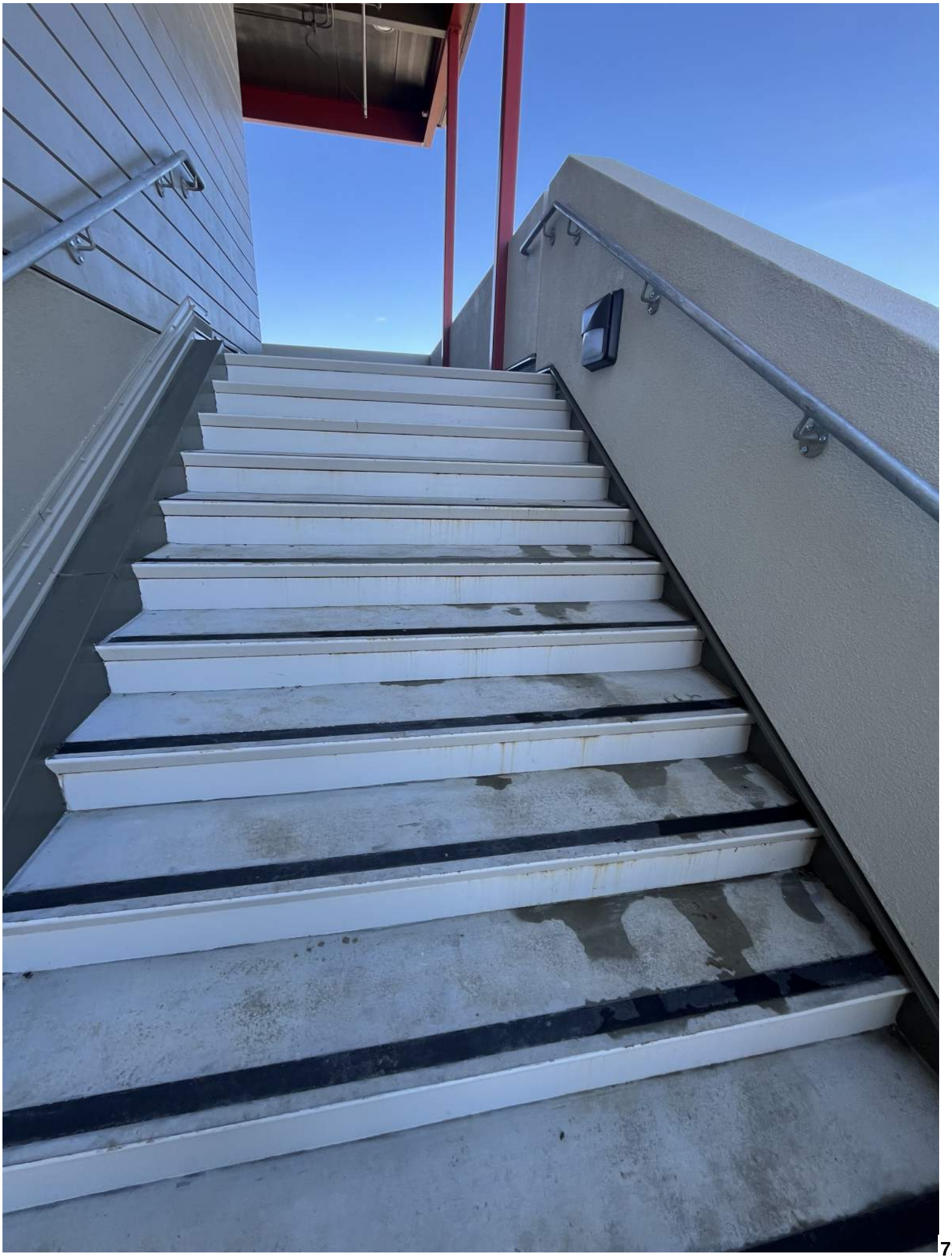
DATE 01/26/2023

OXNARD SCHOOL DISTRICT

OXNARD
CA

PROJECT NO.	DSA FILE NO.	56-22	REFERENCE SHEET NO.
109990	DSA APP. NO.	03-119284	RFI 537

RFI537
A1



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Increase of Hours and Reduction of Hours of Positions (Torres/Fuentes)

Increase of hours

A five hour and forty-five minute 183-day Paraeducator Special Education position number 6173 to be established at Special Education. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 6580 to be established at Special Education. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 8966 to be established at McAuliffe School. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 5465 to be established at Brekke School. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 407 to be established at McKinna School. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 6782 to be established at Kamala School. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 671 to be established at Special Education Department. This position will be established to update the Paraeducator II position to the new job description of Paraeducator Special Education.

A five hour and forty-five minute 183-day Paraeducator Special Education position number 2903 to be established at Driffill 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 2908 to be established at Driffill 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 7878 to be established at Ritchen 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 9284 to be established at Lopez 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 7851 to be established at Frank School. This position will be established to update the Paraeducator III position to the new job description of Paraeducator Special Education.

Reduction of hours
A five hour and forty-five minutes 183-day Paraeducator Special Education position number 2224 to be established at Frank School. This position will be established to update the seven hour 183-day Instructional Aide Severely Handicap position.

FISCAL IMPACT:
Cost for 7 Paraeducator Special Education positions: $38,892.00 SPED funds. (Update positions)
Cost for 5 Paraeducator Special Education position: $23,225.00 SPED funds. (Update positions)
Savings for 1 Paraeducator Special Education position: $23,448.78 SPED funds. (Decrease in hours)

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 increase of hour and reduction of hour positions as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

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: Certificated Personnel Actions 08212024 (one page)
Classified Personnel Actions 08212024 (two pages)

CERTIFICATED PERSONNEL ACTIONS

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

New Hires

Ash, Nathan	Teacher Music	2024/2025 School Year
Castro, Michelle	Teacher Multiple Subject	2024/2025 School Year
Cervantes, Alberto	Teacher SPED	2024/2025 School Year
Coppola, Nicolette	Behavior Specialist Coordinator	2024/2025 School Year
Esquivel, Juan	Teacher Music	2024/2025 School Year
Hibbitts, Megan	Teacher SPED	2024/2025 School Year
Jefferson, Jessica	Mental Health Coordinator	2024/2025 School Year
Lopez-O'Neil, Sarena	Teacher Multiple Subject	2024/2025 School Year
Lusparyan, Ani	Teacher Multiple Subject	2024/2025 School Year
Moreno, Lorraine	Teacher SPED	2024/2025 School Year
Prushansky, Hayley	Behavior Specialist Coordinator	2024/2025 School Year
Roberts, Sydney	Teacher Multiple Subject	2024/2025 School Year
Rodriguez, Mayra	Teacher SPED	2024/2025 School Year
Smolarski, Kathryn	Teacher SPED	2024/2025 School Year
Tapia, Jessica	Teacher SPED	2024/2025 School Year
Torres, Christina	Teacher Science	2024/2025 School Year
Trigueros, Christina	Teacher ELA	2024/2025 School Year
Butterfield, Julie	Substitute Teacher	2024/2025 School Year
Lopez, Hilary	Substitute Teacher	2024/2025 School Year
Macias, Eileen	Substitute Teacher	2024/2025 School Year
Munguia, Javier	Substitute Teacher	2024/2025 School Year

CLASSIFIED PERSONNEL ACTIONS

New Hires

Arroyo, Jennifer	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Bautista, Leilani K	Paraeducator - Special Education, 5.75 hrs./183 days	08/15/2024
Castaneda, Melissa	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Cisneros, Jennifer	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Elias, Isabel V	Library Media Technician, 5 hrs./190 days	08/06/2024
Espinoza, Ayanna	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Garcia, Fatima L	Office Assistant II, 8 hrs./246 days	07/23/2024
Gomez, Wilfredo	Paraeducator - Special Education, 5.75 hrs./183 days	08/19/2024
Henry, Kathia T	Administrative Assistant, 8 hrs./246 days	08/01/2024
Hester, Gerald L	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Licudine, Jann R	School Occupational Therapist, 8 hrs./203 days	08/13/2024
Marquez, Miguel De Jesus	Office Assistant II, 8 hrs./203 days	08/05/2024
Martinez, Easton	Paraeducator - Special Education, 8 hrs./183 days	08/14/2024
Mize, Diane T	Mental Health Manager, 8 hrs./ 246 days	08/01/2024
Pacheco, Karisa	Paraeducator - Special Education, 5.75 hrs./183 days	08/01/2024
Rodriguez, Araceli	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024
Rosales, Arianna C	Paraeducator - Special Education, 5.75 hrs./183 days	08/14/2024

Limited Term/Substitutes

Barron, Silviano	Paraeducator (Substitute)	08/01/2024
Bautista, Leilani K	Paraeducator (Substitute)	08/01/2024
Castaneda, Melissa	Paraeducator (Substitute)	08/01/2024
Cervantes, Frances G	Paraeducator (Substitute)	08/01/2024
Davis, Marietha	Paraeducator (Substitute)	08/01/2024
Egbert, Isabelle N	Paraeducator (Substitute)	08/01/2024
Espinoza, Ayanna	Paraeducator (Substitute)	08/01/2024
Garcia Pintor, Jaqueline	Paraeducator (Substitute)	08/01/2024
Heiner, Anyssa O	Bus Driver (Substitute)	07/08/2024
Hester, Gerald L	Paraeducator (Substitute)	08/01/2024
Moreno, Rosa K	Paraeducator (Substitute)	08/01/2024
Parrett, Catilyn N	Paraeducator (Substitute)	08/01/2024
Rea Vazquez, Jessica	Paraeducator (Substitute)	08/01/2024
Renteria, Kenia A	Paraeducator (Substitute)	08/01/2024
Rivera, Roxana	Paraeducator (Substitute)	08/01/2024
Rocha, Fernando	Paraeducator (Substitute)	08/01/2024
Rodriguez, Araceli	Paraeducator (Substitute)	08/01/2024
Rodriguez, Elizabeth	Paraeducator (Substitute)	08/01/2024
Rosales, Arianna C	Paraeducator (Substitute)	08/01/2024
Valeriano, Miguel A	Paraeducator (Substitute)	08/01/2024
Villasenor, Jennifer	Paraeducator (Substitute)	08/01/2024

Promotions

Robles, Liliana	Paraeducator Special Education, 8 hrs./183 days Paraeducator III, 5.75 hrs./183 days	08/14/2024

Resignations

Brigges, Amanda K	Paraeducator III, 5.75 hrs./183 days	06/30/2024
Munguia, Javier A	Paraeducator Special Education, 5.75 hrs./183 days	07/31/2024
Ordaz, Crystal	Paraeducator General Education, 8 hrs./183	08/01/2024

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Amendment #1 to Agreement #24-53, Franklin Covey Education (DeGenna)

On June 26, 2024, the Board of Trustees approved Agreement #24-53 with Franklin Covey Education for $101,300.00 to provide professional development training for staff.

An amendment to Agreement #24-53 is required through Amendment #1, which adds $25,000.00 to cover additional professional development training needs for the 2024-2025 school year. This will bring the total revised contract amount not to exceed $126,300.00.

FISCAL IMPACT:
Not to Exceed: $25,000.00 - Supplemental Concentration

RECOMMENDATION:
It is the recommendation of the Superintendent that the Board of Trustees approve Amendment #1 to Agreement #24-53 with Franklin Covey Education.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
Proposal (1 Page)
Agreement #24-53, Franklin Covey Education (23 Pages)

Amendment #1 to Agreement #24-53 with
Franklin Covey Education
August 21, 2024

On June 26, 2024, the Board of Trustees approved Agreement #24-53 with Franklin Covey Education for $101,300.00 to provide professional development training for staff.

An amendment to Agreement #24-53 is required through Amendment #1, which adds $25,000.00 to cover additional professional development training needs for the 2024-2025 school year. This will bring the total revised contract amount not to exceed $126,300.00.

Franklin Covey Education:

By: _____ Date: _____

Oxnard School District:

By: _____ Date: _____
Melissa Reyes
Interim Director, Purchasing

FranklinCovey Education

Prepared for: Oxnard School District
Prepared by: Jennifer Duston
Proposal Date: 8.13.24
Terms good for the period of July 1, 2024 – June 30, 2025

Department	Item	Amount
Business & Finance	Follow up Leadership Development Professional Development Services for Students, Staff, and Families as requested	$25,000.00
	Total Investment	**Not to Exceed $25,000**

Oxnard School District

Short-Term Services Agreement

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

R25-00509
Requisition Number

P25-002914
Purchase Order Number

24-53
Contract Number

This Services Agreement (the "Agreement") is made and entered into June 26, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Franklin Covey Client Sales, Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Franklin Covey Client Sales, Inc. Provider	801-216-1367 Telephone Number
2200 West Parkway Blvd. Street Address	jennifer.duston@franklincovey.com E-mail Address
Salt Lake City, Ut. 84119 City, State, Zip code	87-0561601 Tax Identification or Social Security Number

Services

Provide PD training for Oxnard School District staff, students, and families.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

July 1, 2024 - June 30, 2025	TBD	Various
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 101,300.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 101,300.00

☑ 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

Nikki Vanderhoof	Digitally signed by Nikki Vanderhoof Date: 2024.06.18 16:01:21 -06'00'	June 18, 2024
Provider Authorized Signer	Signature	Date

Oxnard School District

Lisa A. Franz	Lisa A. Franz	6-27-24
Director, Purchasing	Signature	Date

FranklinCovey Education

Prepared for: Oxnard School District
Prepared by: Jennifer Duston
Proposal Date: 6.12.24
Terms good for the period of July 1, 2024 – June 30, 2025

Department	Item	Amount
Special Education	7 Habits of Highly Effective People Workshop	$3,420
Special Education	4 Essential Roles of Leaders for Sped Leaders, Leader In Me Imagination Series staff curriculum walk through, Systems For Success Workshop for Para Educators.	$13,680.00
Special Education	Follow up Leadership Development Professional Development Services for Students, Staff, and Families as requested	$25,000.00
Supt. Office + Business & Finance + HR	Speed of Trust Workshops & Custom Coaching	$34,200.00
Supt. Office + Business & Finance + HR	Follow up Leadership Development Professional Development Services for Students, Staff, and Families as requested	$25,000.00
	Total Investment	**Not to Exceed $101,300**

FRANCOV-01 RSMITH

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/9/2023

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

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

PRODUCER	CONTACT NAME: Ramona Smith
IMA, Inc. - Salt Lake City 95 S State Street Suite 1300 Salt Lake City, UT 84111	PHONE (A/C, No, Ext): (801) 325-5000 FAX (A/C, No): E-MAIL ADDRESS: rsmith@diversifiedinsurance.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : American Casualty Company of Reading, Pennsylvania	20427
INSURER B : Transportation Insurance Company	20494
INSURER C : The Continental Insurance Company	35289
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

FranklinCovey Co. and FranklinCovey Client Sales, Inc.,
2200 West Parkway Blvd
Salt Lake City, UT 84119

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY / PRO-JECT / LOC OTHER:	X	X	7015425931	9/1/2023	9/1/2024	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 200,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
B	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY	X		7015433656	9/1/2023	9/1/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) Comp/Coll Deds	$ 1,000,000 $ $ $ $ 1,000
	UMBRELLA LIAB / OCCUR EXCESS LIAB / CLAIMS-MADE DED / RETENTION $						EACH OCCURRENCE AGGREGATE	$ $
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N: Y If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	X	7015425105	9/1/2023	9/1/2024	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oxnard School District, its governing board, officers, agents, employees and/or volunteers are included as Additional Insured with regard to products/services provided by the Named Insured. Coverage shall be considered primary and non-contributory. Waiver of Subrogation is granted in favor of same.

CERTIFICATE HOLDER

Oxnard Elementary School District
1051 South A Street
Oxnard, CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

Ramona T. Smith

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CNA

CNA PARAMOUNT

Financial Services - General Liability Extension Endorsement

It is understood and agreed that this endorsement amends the **COMMERCIAL GENERAL LIABILITY COVERAGE PART** as follows. If any other endorsement attached to this policy amends any provision also amended by this endorsement, then that other endorsement controls with respect to such provision, and the changes made by this endorsement with respect to such provision do not apply.

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20. Waiver of Subrogation – Blanket

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1. ADDITIONAL INSUREDS

a. **WHO IS AN INSURED** is amended to include as an **Insured** any person or organization described in paragraphs **A.** through **K.** below whom a **Named Insured** is required to add as an additional insured on this **Coverage Part** under a written contract or written agreement, provided such contract or agreement:

(1) is currently in effect or becomes effective during the term of this **Coverage Part**; and

(2) was executed prior to:

(a) the **bodily injury** or **property damage**; or

(b) the offense that caused the **personal and advertising injury**,

for which such additional insured seeks coverage.

b. However, subject always to the terms and conditions of this policy, including the limits of insurance, the Insurer will not provide such additional insured with:

(1) a higher limit of insurance than required by such contract or agreement; or

(2) coverage broader than required by such contract or agreement, and in no event broader than that described by the applicable paragraph **A.** through **K.** below.

Any coverage granted by this endorsement shall apply only to the extent permissible by law.

A. Controlling Interest

Any person or organization with a controlling interest in a **Named Insured**, but only with respect to such person or organization's liability for **bodily injury**, **property damage** or **personal and advertising injury** arising out of:

1. such person or organization's financial control of a **Named Insured**; or
2. premises such person or organization owns, maintains or controls while a **Named Insured** leases or occupies such premises;

provided that the coverage granted by this paragraph does not apply to structural alterations, new construction or demolition operations performed by, on behalf of, or for such additional insured.

B. Co-owner of Insured Premises

A co-owner of a premises co-owned by a **Named Insured** and covered under this insurance but only with respect to such co-owner's liability for **bodily injury**, **property damage** or **personal and advertising injury** as co-owner of such premises.

C. Grantor of Franchise

Any person or organization that has granted a franchise to a **Named Insured**, but only with respect to such person or organization's liability for **bodily injury**, **property damage** or **personal and advertising injury** as grantor of a franchise to the **Named Insured**.

D. Lessor of Equipment

Any person or organization from whom a **Named Insured** leases equipment, but only with respect to liability for **bodily injury**, **property damage** or **personal and advertising injury** caused, in whole or in part, by the **Named Insured's** maintenance, operation or use of such equipment, provided that the **occurrence** giving rise to such **bodily injury**, **property damage** or the offense giving rise to such **personal and advertising injury** takes place prior to the termination of such lease.

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E. Lessor of Land

Any person or organization from whom a **Named Insured** leases land but only with respect to liability for **bodily injury**, **property damage** or **personal and advertising injury** arising out of the ownership, maintenance or use of such land, provided that the **occurrence** giving rise to such **bodily injury**, **property damage** or the offense giving rise to such **personal and advertising injury** takes place prior to the termination of such lease. The coverage granted by this paragraph does not apply to structural alterations, new construction or demolition operations performed by, on behalf of, or for such additional insured.

F. Lessor of Premises

An owner or lessor of premises leased to the **Named Insured**, or such owner or lessor's real estate manager, but only with respect to liability for **bodily injury**, **property damage** or **personal and advertising injury** arising out of the ownership, maintenance or use of such part of the premises leased to the **Named Insured**, and provided that the **occurrence** giving rise to such **bodily injury** or **property damage**, or the offense giving rise to such **personal and advertising injury**, takes place prior to the termination of such lease. The coverage granted by this paragraph does not apply to structural alterations, new construction or demolition operations performed by, on behalf of, or for such additional insured.

G. Mortgagee, Assignee or Receiver

A mortgagee, assignee or receiver of premises but only with respect to such mortgagee, assignee or receiver's liability for **bodily injury**, **property damage** or **personal and advertising injury** arising out of the **Named Insured's** ownership, maintenance, or use of a premises by a **Named Insured**.

The coverage granted by this paragraph does not apply to structural alterations, new construction or demolition operations performed by, on behalf of, or for such additional insured.

H. State or Governmental Agency or Subdivision or Political Subdivisions – Permits

A state or governmental agency or subdivision or political subdivision that has issued a permit or authorization but only with respect to such state or governmental agency or subdivision or political subdivision's liability for **bodily injury**, **property damage** or **personal and advertising injury** arising out of:

1. the following hazards in connection with premises a **Named Insured** owns, rents, or controls and to which this insurance applies:
   a. the existence, maintenance, repair, construction, erection, or removal of advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoistaway openings, sidewalk vaults, street banners, or decorations and similar exposures; or
   b. the construction, erection, or removal of elevators; or
   c. the ownership, maintenance or use of any elevators covered by this insurance; or
2. the permitted or authorized operations performed by a **Named Insured** or on a **Named Insured's** behalf.

   The coverage granted by this paragraph does not apply to:
   a. **Bodily injury**, **property damage** or **personal and advertising injury** arising out of operations performed for the state or governmental agency or subdivision or political subdivision; or
   b. **Bodily injury** or **property damage** included within the **products-completed operations hazard**.

With respect to this provision's requirement that additional insured status must be requested under a written contract or agreement, the Insurer will treat as a written contract any governmental permit that requires the **Named Insured** to add the governmental entity as an additional insured.

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I. **Trade Show Event Lessor**

1. With respect to a **Named Insured's** participation in a trade show event as an exhibitor, presenter or displayer, any person or organization whom the **Named Insured** is required to include as an additional insured, but only with respect to such person or organization's liability for **bodily injury**, **property damage** or **personal and advertising injury** caused by:

   a. the **Named Insured's** acts or omissions; or

   b. the acts or omissions of those acting on the **Named Insured's** behalf,

   in the performance of the **Named Insured's** ongoing operations at the trade show event premises during the trade show event.

2. The coverage granted by this paragraph does not apply to **bodily injury** or **property damage** included within the **products-completed operations hazard**.

J. **Vendor**

Any person or organization but only with respect to such person or organization's liability for **bodily injury** or **property damage** arising out of **your products** which are distributed or sold in the regular course of such person or organization's business, provided that:

1. The coverage granted by this paragraph does not apply to:

   a. **bodily injury** or **property damage** for which such person or organization is obligated to pay **damages** by reason of the assumption of liability in a contract or agreement unless such liability exists in the absence of the contract or agreement;

   b. any express warranty unauthorized by the **Named Insured**;

   c. any physical or chemical change in any product made intentionally by such person or organization;

   d. repackaging, except when unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instructions from the manufacturer, and then repackaged in the original container;

   e. any failure to make any inspections, adjustments, tests or servicing that such person or organization has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products;

   f. demonstration, installation, servicing or repair operations, except such operations performed at such person or organization's premises in connection with the sale of a product;

   g. products which, after distribution or sale by the **Named Insured**, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for such person or organization; or

   h. **bodily injury** or **property damage** arising out of the sole negligence of such person or organization for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:

      (1) the exceptions contained in Subparagraphs **d.** or **f.** above; or

      (2) such inspections, adjustments, tests or servicing as such person or organization has agreed with the **Named Insured** to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products.

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2. This Paragraph **J.** does not apply to any insured person or organization, from whom the **Named Insured** has acquired such products, nor to any ingredient, part or container, entering into, accompanying or containing such products.

3. This Paragraph **J.** also does not apply:

   a. to any vendor specifically scheduled as an additional insured by endorsement to this **Coverage Part**;

   b. to any of **your products** for which coverage is excluded by endorsement to this **Coverage Part**; nor

   c. if **bodily injury** or **property damage** included within the **products-completed operations hazard** is excluded by endorsement to this **Coverage Part**.

K. Other Person Or Organization

Any person or organization who is not an additional insured under Paragraphs **A.** through **J.** above. Such additional insured is an **Insured** solely for **bodily injury**, **property damage** or **personal and advertising injury** for which such additional insured is liable because of the **Named Insured's** acts or omissions.

The coverage granted by this paragraph does not apply to any person or organization:

1. for **bodily injury**, **property damage**, or **personal and advertising injury** arising out of the rendering or failure to render any professional service;

2. for **bodily injury** or **property damage** included within the **products-completed operations hazard**; nor

3. who is specifically scheduled as an additional insured on another endorsement to this **Coverage Part**.

2. ADDITIONAL INSURED - PRIMARY AND NON-CONTRIBUTORY TO ADDITIONAL INSURED'S INSURANCE

A. The **Other Insurance** Condition in the **COMMERCIAL GENERAL LIABILITY CONDITIONS** Section is amended to add the following paragraph:

If the **Named Insured** has agreed in writing in a contract or agreement that this insurance is primary and non-contributory relative to an additional insured's own insurance, then this insurance is primary, and the Insurer will not seek contribution from that other insurance. For the purpose of this Provision **2.**, the additional insured's own insurance means insurance on which the additional insured is a named insured.

B. With respect to persons or organizations that qualify as additional insureds pursuant to paragraph **1.K.** of this endorsement, the following sentence is added to the paragraph above:

Otherwise, and notwithstanding anything to the contrary elsewhere in this Condition, the insurance provided to such person or organization is excess of any other insurance available to such person or organization.

3. BODILY INJURY – EXPANDED DEFINITION

Under **DEFINITIONS**, the definition of **bodily injury** is deleted and replaced by the following:

Bodily injury means physical injury, sickness or disease sustained by a person, including death, humiliation, shock, mental anguish or mental injury sustained by that person at any time which results as a consequence of the physical injury, sickness or disease.

4. BROAD KNOWLEDGE OF OCCURRENCE/ NOTICE OF OCCURRENCE

Under **CONDITIONS**, the condition entitled **Duties in The Event of Occurrence, Offense, Claim or Suit** is amended to add the following provisions:

A. BROAD KNOWLEDGE OF OCCURRENCE

The **Named Insured** must give the Insurer or the Insurer's authorized representative notice of an **occurrence**, offense or **claim** only when the **occurrence**, offense or **claim** is known to a natural person **Named Insured**, to a

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partner, executive officer, manager or member of a **Named Insured**, or to an **employee** designated by any of the above to give such notice.

B. NOTICE OF OCCURRENCE

The **Named Insured's** rights under this **Coverage Part** will not be prejudiced if the **Named Insured** fails to give the Insurer notice of an **occurrence**, offense or **claim** and that failure is solely due to the **Named Insured's** reasonable belief that the **bodily injury** or **property damage** is not covered under this **Coverage Part**. However, the **Named Insured** shall give written notice of such **occurrence**, offense or **claim** to the Insurer as soon as the **Named Insured** is aware that this insurance may apply to such **occurrence**, offense or **claim**.

5. BROAD NAMED INSURED

WHO IS AN INSURED is amended to delete its Paragraph **3.** in its entirety and replace it with the following:

3. Pursuant to the limitations described in Paragraph **4.** below, any organization in which the **First Named Insured** has management control directly or indirectly:

a. on the effective date of this **Coverage Part**; or

b. by reason of a **Named Insured** creating or acquiring the organization during the **policy period**,

qualifies as a **Named Insured**, provided that there is no other similar liability insurance, whether primary, contributory, excess, contingent or otherwise, which provides coverage to such organization, or which would have provided coverage but for the exhaustion of its limit, and without regard to whether its coverage is broader or narrower than that provided by this insurance.

But this **BROAD NAMED INSURED** provision does not apply to any organization for which coverage is excluded by another endorsement attached to this **Coverage Part**.

For the purpose of this provision, and of this endorsement's **JOINT VENTURES / PARTNERSHIP / LIMITED LIABILITY COMPANIES** provision, management control means owning interests representing more than 50% of the voting, appointment or designation power for the selection of a majority of: the Board of Directors of a corporation; the management committee members of a joint venture; the management board of a limited liability company; the general partners of a limited partnership; or the partnership managers of a general partnership.

4. With respect to organizations which qualify as **Named Insureds** by virtue of Paragraph **3.** above, this insurance does not apply to:

a. bodily injury or **property damage** that first occurred prior to the date of management control, or that first occurs after management control ceases; nor

b. personal or advertising injury caused by an offense that first occurred prior to the date of management control or that first occurs after management control ceases.

5. The insurance provided by this **Coverage Part** applies to **Named Insureds** when trading under their own names or under such other trading names or doing-business-as names (dba) as any **Named Insured** should choose to employ.

6. ESTATES, LEGAL REPRESENTATIVES, AND SPOUSES

The estates, heirs, legal representatives and **spouses** of any natural person **Insured** shall also be insured under this policy; provided, however, coverage is afforded to such estates, heirs, legal representatives, and **spouses** only for **claims** arising solely out of their capacity or status as such and, in the case of a **spouse**, where such **claim** seeks **damages** from marital community property, jointly held property or property transferred from such natural person **Insured** to such **spouse**. No coverage is provided for any act, error or omission of an estate, heir, legal representative, or **spouse** outside the scope of such person's capacity or status as such, provided however that the **spouse** of a natural person **Named Insured** and the **spouses** of members or partners of joint venture or partnership

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Named Insureds are **Insureds** with respect to such **spouses'** acts, errors or omissions in the conduct of the **Named Insured's** business.

7. EXPECTED OR INTENDED INJURY – EXCEPTION FOR REASONABLE FORCE

Under **COVERAGES**, **Coverage A – Bodily Injury And Property Damage Liability**, the paragraph entitled **Exclusions** is amended to delete the exclusion entitled **Expected or Intended Injury** and replace it with the following:

This insurance does not apply to:

Expected or Intended Injury

Bodily injury or **property damage** expected or intended from the standpoint of the **Insured**. This exclusion does not apply to **bodily injury** or **property damage** resulting from the use of reasonable force to protect persons or property.

8. IN REM ACTIONS

A quasi in rem action against any vessel owned or operated by or for the **Named Insured**, or chartered by or for the **Named Insured**, will be treated in the same manner as though the action were in personam against the **Named Insured**.

9. INCIDENTAL HEALTH CARE MALPRACTICE COVERAGE

Solely with respect to **bodily injury** that arises out of a **health care incident**:

A. Under **COVERAGES**, **Coverage A – Bodily Injury And Property Damage Liability**, the **Insuring Agreement** is amended to replace Paragraphs **1.b.(1)** and **1.b.(2)** with the following:

b. This insurance applies to **bodily injury** provided that the professional health care services are incidental to the **Named Insured's** primary business purpose, and only if:

(1) such **bodily injury** is caused by an **occurrence** that takes place in the **coverage territory**.

(2) the **bodily injury** first occurs during the **policy period**. All **bodily injury** arising from an **occurrence** will be deemed to have occurred at the time of the first act, error, or omission that is part of the **occurrence**; and

B. Under **COVERAGES**, **Coverage A – Bodily Injury And Property Damage Liability**, the paragraph entitled **Exclusions** is amended to:

i. add the following to the **Employers Liability** exclusion:

This exclusion applies only if the **bodily injury** arising from a **health care incident** is covered by other liability insurance available to the **Insured** (or which would have been available but for exhaustion of its limits).

ii. delete the exclusion entitled **Contractual Liability** and replace it with the following:

This insurance does not apply to:

Contractual Liability

the **Insured's** actual or alleged liability under any oral or written contract or agreement, including but not limited to express warranties or guarantees.

iii. add the following additional exclusions.

This insurance does not apply to:

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Discrimination

any actual or alleged discrimination, humiliation or harassment, that includes but shall not be limited to **claims** based on an individual's race, creed, color, age, gender, national origin, religion, disability, marital status or sexual orientation.

Dishonesty or Crime

Any actual or alleged dishonest, criminal or malicious act, error or omission.

Medicare/Medicaid Fraud

any actual or alleged violation of law with respect to Medicare, Medicaid, Tricare or any similar federal, state or local governmental program.

Services Excluded by Endorsement

Any **health care incident** for which coverage is excluded by endorsement.

C. **DEFINITIONS** is amended to:

i. add the following definitions:

Health care incident means an act, error or omission by the **Named Insured's employees** or **volunteer workers** in the rendering of:

a. **professional health care services** on behalf of the **Named Insured** or

b. Good Samaritan services rendered in an emergency and for which no payment is demanded or received.

Professional health care services means any health care services or the related furnishing of food, beverages, medical supplies or appliances by the following providers in their capacity as such but solely to the extent they are duly licensed as required:

a. Physician;

b. Nurse;

c. Nurse practitioner;

d. Emergency medical technician;

e. Paramedic;

f. Dentist;

g. Physical therapist;

h. Psychologist;

i. Speech therapist;

j. Other allied health professional; or

Professional health care services does not include any services rendered in connection with human clinical trials or product testing.

ii. delete the definition of **occurrence** and replace it with the following:

Occurrence means a **health care incident**. All acts, errors or omissions that are logically connected by any common fact, circumstance, situation, transaction, event, advice or decision will be considered to constitute a single **occurrence**;

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iii. amend the definition of **Insured** to:

a. add the following:

- a **Named Insured's employees** are **Insureds** with respect to:

(1) **bodily injury** to a co-**employee** while in the course of the co-**employee's** employment by the **Named Insured** or while performing duties related to the conduct of the **Named Insured's** business; and

(2) **bodily injury** to a **volunteer worker** while performing duties related to the conduct of the **Named Insured's** business;

when such **bodily injury** arises out of a **health care incident**.

- the **Named Insured's volunteer workers** are **Insureds** with respect to:

(1) **bodily injury** to a co-**volunteer worker** while performing duties related to the conduct of the **Named Insured's** business; and

(2) **bodily injury** to an **employee** while in the course of the **employee's** employment by the **Named Insured** or while performing duties related to the conduct of the **Named Insured's** business;

when such **bodily injury** arises out of a **health care incident**.

b. delete Subparagraphs **(a)**, **(b)**, **(c) and (d)** of Paragraph **2.a.(1)** of **WHO IS AN INSURED**.

c. add the following:

Insured does not include any physician while acting in his or her capacity as such.

D. The **Other Insurance** condition is amended to delete Paragraph **b.(1)** in its entirety and replace it with the following:

Other Insurance

b. Excess Insurance

(1) To the extent this insurance applies, it is excess over any other insurance, self insurance or risk transfer instrument, whether primary, excess, contingent or on any other basis, except for insurance purchased specifically by the **Named Insured** to be excess of this coverage.

10. JOINT VENTURES / PARTNERSHIP / LIMITED LIABILITY COMPANIES

WHO IS AN INSURED is amended to delete its last paragraph and replace it with the following:

No person or organization is an **Insured** with respect to the conduct of any current or past partnership, joint venture or limited liability company in which a **Named Insured's** interest does/did not rise to the level of management control, except that if the **Named Insured** was a joint venturer, partner, or member of such an entity, and such entity terminated prior to or during the **policy period**, then such **Named Insured** is an **Insured** with respect to its interest in such joint venture, partnership or limited liability company but only to the extent that:

a. any offense giving rise to **personal and advertising injury** occurred prior to such termination date, and the **personal and advertising injury** arising out of such offense first occurred after such termination date;

b. the **bodily injury** or **property damage** first occurred after such termination date; and

c. there is no other valid and collectible insurance purchased specifically to insure the partnership, joint venture or limited liability company.

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11. LEGAL LIABILITY – DAMAGE TO PREMISES

A. Under **COVERAGES, Coverage A – Bodily Injury and Property Damage Liability**, the paragraph entitled **Exclusions** is amended to delete the first paragraph immediately following subparagraph **(6)** of the **Damage to Property** exclusion and replace it with the following:

Paragraphs **(1), (3)** and **(4)** of this exclusion do not apply to **property damage** (other than damage by fire) to premises rented to the **Named Insured** or temporarily occupied by the **Named Insured** with the permission of the owner, nor to the contents of premises rented to the **Named Insured** for a period of 7 or fewer consecutive days. A separate limit of insurance applies to Damage To Premises Rented To You as described in **LIMITS OF INSURANCE**.

B. Under **COVERAGES, Coverage A – Bodily Injury and Property Damage Liability**, the paragraph entitled **Exclusions** is amended to delete its last paragraph and replaced it with the following:

Exclusions **c.** through **n.** do not apply to damage by fire to premises while rented to a **Named Insured** or temporarily occupied by a **Named Insured** with permission of the owner, nor to damage to the contents of premises rented to a **Named Insured** for a period of 7 or fewer consecutive days.

A separate limit of insurance applies to this coverage as described in the **LIMITS OF INSURANCE** Section.

C. **LIMITS OF INSURANCE** is amended to delete Paragraph **6.** (the Damage To Premises Rented To You Limit) and replace it with the following:

6. Subject to Paragraph **5.** above, (the Each Occurrence Limit), the Damage To Premises Rented To You Limit is the most the Insurer will pay under **COVERAGE A** for **damages** because of **property damage** to:

a. any one premises while rented to a **Named Insured** or temporarily occupied by a **Named Insured** with the permission of the owner; and

b. contents of such premises if the premises is rented to the **Named Insured** for a period of 7 or fewer consecutive days.

The Damage To Premises Rented To You Limit is $1,000,000. unless a higher Damage to Premises Rented to You Limit is shown in the Declarations.

D. The **Other Insurance** Condition is amended to delete Paragraph **b.(1)(a)(ii)**, and replace it with the following:

(ii) That is property insurance for premises rented to a **Named Insured**, for premises temporarily occupied by the **Named Insured** with the permission of the owner; or for personal property of others in the **Named Insured's** care, custody or control;

E. This Provision **11.** does not apply if liability for damage to premises rented to a **Named Insured** is excluded by another endorsement attached to this **Coverage Part**.

12. MEDICAL PAYMENTS

A. **LIMITS OF INSURANCE** is amended to delete Paragraph **7.** (the Medical Expense Limit) and replace it with the following:

7. Subject to Paragraph **5.** above (the Each Occurrence Limit), the Medical Expense Limit is the most the Insurer will pay under **Coverage C – Medical Payments** for all medical expenses because of **bodily injury** sustained by any one person. The Medical Expense Limit is the greater of:

(1) $15,000 unless a different amount is shown here: ; or

(2) the amount shown in the Declarations for Medical Expense Limit.

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B. Under **COVERAGES**, the **Insuring Agreement** of **Coverage C – Medical Payments** is amended to replace Paragraph **1.a.(3)(b)** with the following:

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

13. NON-OWNED AIRCRAFT

Under **COVERAGES, Coverage A – Bodily Injury and Property Damage Liability**, the paragraph entitled **Exclusions** is amended as follows:

The exclusion entitled **Aircraft, Auto or Watercraft** is amended to add the following:

This exclusion does not apply to an aircraft not owned by any **Named Insured**, provided that:

1. the pilot in command holds a currently effective certificate issued by the duly constituted authority of the United States of America or Canada, designating that person as a commercial or airline transport pilot;

2. the aircraft is rented with a trained, paid crew to the **Named Insured**; and

3. the aircraft is not being used to carry persons or property for a charge.

14. NON-OWNED WATERCRAFT

Under **COVERAGES, Coverage A – Bodily Injury and Property Damage Liability**, the paragraph entitled **Exclusions** is amended to delete subparagraph **(2)** of the exclusion entitled **Aircraft, Auto or Watercraft**, and replace it with the following.

This exclusion does not apply to:

(2) a watercraft that is not owned by any **Named Insured**, provided the watercraft is:

(a) less than 75 feet long; and

(b) not being used to carry persons or property for a charge.

15. PERSONAL AND ADVERTISING INJURY –DISCRIMINATION OR HUMILIATION

A. Under **DEFINITIONS**, the definition of **personal and advertising injury** is amended to add the following tort:

- Discrimination or humiliation that results in injury to the feelings or reputation of a natural person.

B. Under **COVERAGES**, **Coverage B – Personal and Advertising Injury Liability**, the paragraph entitled **Exclusions** is amended to:

1. delete the Exclusion entitled **Knowing Violation Of Rights Of Another** and replace it with the following:

This insurance does not apply to:

Knowing Violation of Rights of Another

Personal and advertising injury caused by or at the direction of the **Insured** with the knowledge that the act would violate the rights of another and would inflict **personal and advertising injury**. This exclusion shall not apply to discrimination or humiliation that results in injury to the feelings or reputation of a natural person, but only if such discrimination or humiliation is not done intentionally by or at the direction of:

(a) the **Named Insured**; or

(b) any **executive officer**, director, stockholder, partner, member or manager (if the **Named Insured** is a limited liability company) of the **Named Insured**.

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2. add the following exclusions:

   This insurance does not apply to:

   Employment Related Discrimination

   Discrimination or humiliation directly or indirectly related to the employment, prospective employment, past employment or termination of employment of any person by any **Insured**.

   Premises Related Discrimination

   discrimination or humiliation arising out of the sale, rental, lease or sub-lease or prospective sale, rental, lease or sub-lease of any room, dwelling or premises by or at the direction of any **Insured**.

Notwithstanding the above, there is no coverage for fines or penalties levied or imposed by a governmental entity because of discrimination.

The coverage provided by this **PERSONAL AND ADVERTISING INJURY –DISCRIMINATION OR HUMILIATION** Provision does not apply to any person or organization whose status as an **Insured** derives solely from

- Provision **1. ADDITIONAL INSUREDS** of this endorsement; or
- attachment of an additional insured endorsement to this **Coverage Part**.

16. PERSONAL AND ADVERTISING INJURY - LIMITED CONTRACTUAL LIABILITY

A. Under **COVERAGES**, **Coverage B –Personal and Advertising Injury Liability**, the paragraph entitled **Exclusions** is amended to delete the exclusion entitled **Contractual Liability** and replace it with the following:

This insurance does not apply to:

Contractual Liability

Personal and advertising injury for which the **Insured** has assumed liability in a contract or agreement.

This exclusion does not apply to liability for **damages**:

(1) that the **Insured** would have in the absence of the contract or agreement; or

(2) assumed in a contract or agreement that is an **insured contract** provided the offense that caused such **personal or advertising injury** first occurred subsequent to the execution of such **insured contract**. Solely for the purpose of liability assumed in an **insured contract**, reasonable attorney fees and necessary litigation expenses incurred by or for a party other than an **Insured** are deemed to be **damages** because of **personal and advertising injury** provided:

(a) liability to such party for, or for the cost of, that party's defense has also been assumed in such **insured contract**; and

(b) such attorney fees and litigation expenses are for defense of such party against a civil or alternative dispute resolution proceeding in which covered **damages** are alleged.

B. Solely for the purpose of the coverage provided by this paragraph, **DEFINITIONS** is amended to delete the definition of **insured contract** in its entirety, and replace it with the following:

Insured contract means that part of a written contract or written agreement pertaining to the **Named Insured's** business under which the **Named Insured** assumes the tort liability of another party to pay for **personal or advertising injury** arising out of the offense of false arrest, detention or imprisonment. Tort liability means a liability that would be imposed by law in the absence of any contract or agreement.

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C. Solely for the purpose of the coverage provided by this paragraph, the following changes are made to the Section entitled **SUPPLEMENTARY PAYMENTS – COVERAGES A AND B:**

1. Paragraph **2.d.** is replaced by the following:

   d. The allegations in the **suit** and the information the Insurer knows about the offense alleged in such **suit** are such that no conflict appears to exist between the interests of the **Insured** and the interests of the indemnitee;

2. The first unnumbered paragraph beneath Paragraph **2.f.(2)(b)** is deleted and replaced by the following:

   So long as the above conditions are met, attorneys fees incurred by the Insurer in the defense of that indemnitee, necessary litigation expenses incurred by the Insurer, and necessary litigation expenses incurred by the indemnitee at the Insurer's request will be paid as **defense costs**. Notwithstanding the provisions of Paragraph **e.(2)** of the Contractual Liability exclusion (as amended by this Endorsement), such payments will not be deemed to be **damages** for **personal and advertising injury** and will not reduce the limits of insurance.

D. This **PERSONAL AND ADVERTISING INJURY - LIMITED CONTRACTUAL LIABILITY** Provision does not apply if **Coverage B –Personal and Advertising Injury Liability** is excluded by another endorsement attached to this **Coverage Part**.

17. PROPERTY DAMAGE – ELEVATORS

A. Under **COVERAGES**, **Coverage A – Bodily Injury and Property Damage Liability**, the paragraph entitled **Exclusions** is amended such that the **Damage to Your Product** Exclusion and subparagraphs **(3)**, **(4)** and **(6)** of the **Damage to Property** Exclusion do not apply to **property damage** that results from the use of elevators.

B. Solely for the purpose of the coverage provided by this **PROPERTY DAMAGE – ELEVATORS** Provision, the **Other Insurance** conditions is amended to add the following paragraph:

This insurance is excess over any of the other insurance, whether primary, excess, contingent or on any other basis that is Property insurance covering property of others damaged from the use of elevators.

18. SUPPLEMENTARY PAYMENTS

The section entitled **SUPPLEMENTARY PAYMENTS – COVERAGES A AND B** is amended as follows:

A. Paragraph **1.b.** is amended to delete the $250 limit shown for the cost of bail bonds and replace it with a $5,000. limit; and

B. Paragraph **1.d.** is amended to delete the limit of $250 shown for daily loss of earnings and replace it with a $1,000. limit.

19. UNINTENTIONAL FAILURE TO DISCLOSE HAZARDS

If the **Named Insured** unintentionally fails to disclose all existing hazards at the inception date of the **Named Insured's Coverage Part**, the Insurer will not deny coverage under this **Coverage Part** because of such failure.

20. WAIVER OF SUBROGATION - BLANKET

Under **CONDITIONS**, the condition entitled **Transfer Of Rights Of Recovery Against Others To Us** is amended to add the following:

The Insurer waives any right of recovery the Insurer may have against any person or organization because of payments the Insurer makes for injury or damage arising out of:

1. the **Named Insured's** ongoing operations; or
2. **your work** included in the **products-completed operations hazard**.

20020003170154259319158

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However, this waiver applies only when the **Named Insured** has agreed in writing to waive such rights of recovery in a written contract or written agreement, and only if such contract or agreement:

1. is in effect or becomes effective during the term of this **Coverage Part**; and
2. was executed prior to the **bodily injury**, **property damage** or **personal and advertising injury** giving rise to the **claim**.

All other terms and conditions of the Policy remain unchanged.

This endorsement, which forms a part of and is for attachment to the Policy issued by the designated Insurers, takes effect on the effective date of said Policy at the hour stated in said Policy, unless another effective date is shown below, and expires concurrently with said Policy.

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ADDITIONAL INSURED - PRIMARY AND NON-CONTRIBUTORY

It is understood and agreed that this endorsement amends the **BUSINESS AUTO COVERAGE FORM** as follows:

SCHEDULE
Name of Additional Insured Person Or Organization
ANY PERSON OR ORGANIZATION THAT YOU ARE REQUIRED BY WRITTEN CONTRACT OR WRITTEN AGREEMENT TO NAME AS AN ADDITIONAL INSURED.

1. In conformance with paragraph **A.1.c.** of **Who Is An Insured** of Section **II** - LIABILITY COVERAGE, the person or organization scheduled above is an insured under this policy.
2. The insurance afforded to the additional insured under this policy will apply on a primary and non-contributory basis if you have committed it to be so in a written contract or written agreement executed prior to the date of the "**accident**" for which the additional insured seeks coverage under this policy.

All other terms and conditions of the policy remain unchanged

This endorsement, which forms a part of and is for attachment to the policy issued by the designated Insurers, takes effect on the Policy Effective date of said policy at the hour stated in said policy, unless another effective date (the Endorsement Effective Date) is shown below, and expires concurrently with said policy.

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BLANKET WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS

This endorsement changes the policy to which it is attached.

It is agreed that **Part One - Workers' Compensation Insurance G. Recovery From Others** and **Part Two - Employers' Liability Insurance H. Recovery From Others** are amended by adding the following:

We will not enforce our right to recover against persons or organizations. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

PREMIUM CHARGE - Refer to the Schedule of Operations

The charge will be an amount to which you and we agree that is a percentage of the total standard premium for California exposure. The amount is 1%.

All other terms and conditions of the policy remain unchanged.

This endorsement, which forms a part of and is for attachment to the policy issued by the designated Insurers, takes effect on the Policy Effective Date of said policy at the hour stated in said policy, unless another effective date (the Endorsement Effective Date) is shown below, and expires concurrently with said policy unless another expiration date is shown below.

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Academic Agreement

Approval of Agreement #24-91 – Art Trek, Inc. (Fox/Blevins)

Art Trek, Inc. will support in ensuring that grade level Power Planning days at Kamala School are successful. Five days of the school year, grade levels will be subbed out to meet with administration. The focus during Power Planning days is PLC Overview/Process, Guaranteed and Viable Curriculum, and Common Formative Assessments.

Art Trek will provide art lessons to students while the teachers (one per class in each grade level) are Power Planning.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
$10,093.75 – Title III

RECOMMENDATION:
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-91 with Art Trek, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #24-91, Art Trek Inc. (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

24-91

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Art Trek, Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Art Trek, Inc.
Provider

805-499-1700
Telephone Number

703 Rancho Conejo Blvd.
Street Address

nan@arttrek.org
E-mail Address

Newbury Park, CA 91320
City, State, Zip code

Tax Identification or Social Security Number

Services

Provide 5 Power Planning days during the 2024-2025 school year.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 22, 2024 through June 30, 2025
Date(s) of Service

TBD
Hour(s) of Service

Kamala School
Location

Fees

Compensation for Services	$ 10,093.75
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 10,093.75

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

ART TREK, INC.

A 501 (C) (3) non-profit organization

2024-2025 PROPOSAL FOR SITE INSTRUCTIONAL SERVICES
ART JOURNAL PROGRAM
Kamala Elementary School

This Proposal for Instructional Services between Kamala Elementary School with its address at 634 West Kamala Street, Oxnard, CA 93033 and Art Trek, with its principal office at 703 Rancho Conejo Blvd. Newbury Park, CA 91320.

Kamala finds that ART TREK is willing to perform certain work described in accordance with the provisions of this Agreement. In consideration of this mutual proposal set forth herein and intending to be legally bound, the parties hereto agree as follows:

PROPOSED SERVICES for grades K-5:

ART TREK shall provide the following services to your school:

• Art Trek Site Instructors for grades K-5 for five sessions.

PAYMENT: Art Trek will be paid as follow

• **Program Fee-Grades K-5:** To be paid monthly for the number of hours on campus to teach 21 K-5 classes. The cost is $95 per hour. The classes run 40-55 minutes.

The estimated time to teach these classes each session is 21.25 hours per session. (Adjustments to be made for any changes after the start of the school year.)

21.25 hours x $95 per hour = $2018.75 per session.

5 sessions x $2018.75 = $10,093.75 for the year.

INVOICING

Invoicing shall be done on a monthly basis.

This Proposal shall be governed by and construed and enforced in accordance with the laws of the State of California. Venue for purposes of legal action shall be Ventura County, California.

If this Proposal meets with your approval, please sign, date, and return so we can move forward!

Nan Young- Director

April 25, 2024
Date

District Representative

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-92 – Disciplina Positiva, Inc. (Fox/Blevins)

Disciplina Positiva is a series of 6 parent workshops to teach families about positive discipline founded on mutual respect. The workshops focus on being firm and kind at the same time, learning creative cooperation, and self-discipline. The workshops will take place on Thursday evenings at Kamala School.

Terms of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
Not to Exceed $16,000.00 – Title III

RECOMMENDATION:
It is the recommendation of the Principal, Kamala School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-92 with Disciplina Positiva, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #24-92, Disciplina Positiva Inc. (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

24-92

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Disciplina Positiva Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Disciplina Positiva Inc.	(714)345-7029
Provider	Telephone Number
1215 N. Earl Circle	i.orozco@disciplinapositiva.org
Street Address	E-mail Address
Anaheim, CA 92806	
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 22, 2024 through June 30, 2025	TBD	Kamala School
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 16,000.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 16,000.00

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

Educating with Love, Dignity & Respect

1215 N Earl Circle
Anaheim, CA 92806
714.345.7029
l.orozco@disciplinapositiva.org
info@disciplinapositiva.org

Proposal Agreement

Date: July 2, 2024

To: **Kamala Elementary**
634 W Kamala St
Oxnard, CA 93033

Subject: Proposal Agreement between **Oxnard School District** and **Disciplina Positiva** for an **In-Person Workshop.** It will be conducted in **Spanish**.

Dates and Time: Ph3: Thur, Sept 19, 26, Oct 3, 10, 17, 24, 2024, from 5:30 pm - 7:30 pm
Ph4: Thur, Feb 13, 20, 27, Mar 6, 13, 20, 2024, from 5:30 pm - 7:30 pm

Facilitators: Positive Discipline Certified Parent Educators

Rationale: **Phase 3: The Post-Pandemic Children's Challenges, Healing, and Resilience.** Parents will learn and acquire practical tools to help their child's social-emotional development. They will also receive tools to connect to their child's heart through the Five Love Languages, build their self-esteem, and keep depositing into their "Emotional Bank Account." At the same time, parents will know how to fulfill their inner needs to prevent bullying, sexting, pornography, drugs, and technology addictions during the post-pandemic season. Parents will also know how to transform challenging situations into opportunities to teach and learn.

Phase 4: Empowering Your Child and Yourself Through Life Purpose, Goal Setting, and Family Traditions. Parents will have a deeper understanding of the importance of belonging through love and significance through responsibilities. When children feel loved and important, it boosts their immune system, stabilizes their heart rate, and reduces stress. Children tend to do better at home and school when they feel better. Also, parents will understand how their child's brain works. They will acquire tools and skills to motivate themselves intrinsically. Parents will understand the process that turns mistakes into learning opportunities and helps find life's purpose through goal setting. In addition, parents will know how strong family traditions positively impact their child's short- and long-term life.

Cost: Not to exceed **$16,000.00** to be paid from **Oxnard School District**.

Prepared by: Disciplina Positiva, Inc

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-93 - Ventura County Office of Education/SELPA (Fox/Nocero)

Ventura County Office of Education, Social/Emotional Services Specialists (SESS), will provide behavior consultation to support classroom management skills and behavior management in the classroom. SESS can provide more directed behavior and/or social-emotional support for general education students. SESS providers and District Administrator will work together to develop a schedule of duties to best meet the District's needs.

Term of Agreement: August 26, 2024 through June 30, 2025

FISCAL IMPACT:
$200,000.00 – MAA Funds

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-93 with Ventura County Office of Education/SELPA.

ADDITIONAL MATERIALS:

Attached: Agreement #24-93, VCOE- SESS 24-25 (3 pages)

SELPA 25- 006

OSD Agreement #24-93

INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 05/03/2024 (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	Dr. Jodi Nocero Contact Name
1051 South A Street Street Address	805-385-1501 Contact Telephone Number
Oxnard, CA 9030 City, State, Zip code	jnocero@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

Nick Vlahos		5-28-24
VCOE Department Administrator	VCOE Signature	Date
Lisa Cline	Lisa Cline	6-7-24
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

LEA Business Office Administrator	Signature	Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on 07/01/2024 and terminate on 06/30/2025. The parties may agree to annual extensions after expiration of the initial term.

Fees (required).

Estimated Compensation or Cost for Services (see	$ 200,000.00
below) Other Ancillary Cost or fees, as applicable	$
Total not to Exceed	$

DESCRIPTION OF WORK (required):

The SELPA provides Social/Emotional and Behavioral Services. Social/Emotional and Behavior Specialists are classified employees of the Ventura County Office of Education (VCOE).

All of our staff are licensed therapists and/or credentialed school psychologists who are qualified to provide the services listed below, and all are qualified to conduct FBAs.

Services may include:
- Individual or Group Counseling
- Behavior Intervention Services- including Functional Behavior Assessments (FBA) and development of Behavior Intervention Plans (PBIPs or CBIPs)
- Trainings and Consultations:
  - o Consultation and training to school staff regarding classroom environments
  - o Consultation and training to district staff regarding behavior assessment
  - o Training and consultation regarding behavioral strategies
  - o Conducting inservices and trainings on a variety of topics
  - o Supporting School-wide classroom management systems
  - o Parent training

SELPA Social/Emotional Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

Part B services are provided for students ages 3-22 as needed to participating districts and billed based on a proportionate share of use. The cost is billed twice a year and covers salary, benefits, mileage, cell phone, equipment, staff development, and indirect costs. Curricular supplies needed for a specific class or student must be funded by the district.

Please advise your business office that the Ventura County Office of Education will be billing for Social/Emotional services provided by Ventura County SELPA for the 2024-2025 school year. The estimated amounts is noted above. The final amount could change slightly based on students enrolling/leaving or changes in IEP services. The final bill will come after the close of the school year, before the 2024-2025 financial books are closed.

*Please note: Part C SESS services for Infants (0-2) are paid for by our Early Start Grant and provided at no cost to your district. The SESS needs of your infant program shall not be included in your response on this form.

WORK SCHEDULE (if applicable):

The District will be responsible for costs for all regularly scheduled times, regardless of whether or not direct services are provided. Prior authorization by District Administrator must be obtained if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or in-service.

The SELPA Director will work with SELPA Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. The SELPA Director will provide supervision to staff.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-94, California Association for Bilingual Education (CABE) (Fox/Ruvalcaba)

The California Association for Bilingual Education (CABE) will maintain its collaboration with the Oxnard School District to support Plaza Comunitaria, a Spanish literacy program for adults. Classes will be offered in person, and they will be instructed by district staff who have received training from CABE.

Term of Agreement: September 1, 2024 through June 30, 2025

FISCAL IMPACT:
Not to exceed $11,500.00 – Title III

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-94 with California Association for Bilingual Education (CABE).

ADDITIONAL MATERIALS:

Attached: Agreement #24-94, CABE - Plaza Comunitaria 2024-25 (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

24-94

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 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	626-814-4441
Provider	Telephone Number
20888 Amar Road	mvalencia@gocabe.org
Street Address	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)

September 1, 2024 through June 30, 2025	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 11,500.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 11,500.00

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

California Association for Bilingual Education

Proposal Oxnard School District-Plaza Comunitaria

June 18, 2024

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.
- 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 2024 – June 2025.**

CABE Specialist training fees and support	$11,500
Grand total:	**$11,500**

The cost for **Plazas Comunitaria** for **the 2024-25** school year is **$11,500. CABE's** Project Contract Coordinator **Maria Valencia** will invoice **Oxnard SD** by **May 1, 2025,** for all delivered and scheduled dates through **June 30, 2025**. 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.

California Association for Bilingual Eduaction

Dr. Edgar Lampkin, Chief Executive Officer
Tax ID #:953151449
20888 Amar Rd.
Walnut, CA 91789
(626) 814-4441

Date: June 18, 2024

Oxnard School District

_____

Authorized Representative of
Oxnard School District
1051 South A. ST.
Oxnard, CA 93030
(805) 385-1501

Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-95, California Association for Bilingual Education (CABE) Project 2Inspire (Fox/Ruvalcaba)

The CABE Project 2Inspire Program will teach Parent Leadership classes by a CABE-trained parent specialist during the 2024-2025 school year. Parents will use learned skills in their respective school sites to further improve parent engagement and participation in school decisions.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
$25,500.00 – Title I

RECOMMENDATION:
It is the recommendation of the Manager, Equity, Family & Community Engagement, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-95 with California Association for Bilingual Education (CABE) Project 2Inspire.

ADDITIONAL MATERIALS:

Attached: Agreement #24-95, CABE Project 2INSPIRE 2024-25 (4 Pages)
Proposal (5 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

24-95

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 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	626-814-4441
Provider	Telephone Number
20888 Amar Road	mvalencia@gocabe.org
Street Address	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)

August 22, 2024 through June 30, 2025	TBD	TBD
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 25,500.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 25,500.00

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

MEMORANDUM of UNDERSTANDING (MOU)

Between **Oxnard School District** and
California Association for Bilingual Education (CABE**)**
for ***2024-2025***

This agreement is entered into by and between the California Association for Bilingual Education (CABE) and **Oxnard SD** and serves to outline the details and responsibilities of CABE and **Oxnard SD**, respectively, in regard to CABE providing a Parent Specialist to deliver **three (3) hybrid cohorts of Project 2INSPIRE's Mastery Levels for a total cost of *$25,500* including up to six (6) in-person sessions** which are also outlined in the scope of work Appendix A.

Responsibilities of Oxnard School District

- To schedule the Project 2INSPIRE (P2I) sessions in collaboration with CABE.
- To notify CABE Project Coordinator, Ms. Maria Valencia via email at mvalencia@gocabe.org of date/time changes for the parent leadership sessions in a timely manner:
    - Once **Oxnard SD** and CABE have mutually agreed upon the date/time for the P2I, CABE Parent Specialist assigned must be notified of any changes in date/time at least ten (10) business days prior to the originally scheduled day and time of the sessions.
    - If notice is received less than ten (10) business days prior to the originally scheduled day and time of the session, **Oxnard SD** will be liable for any additional consultant costs related to the date/time change(s), if applicable.
- To provide an appropriate location for the sessions at no cost to CABE;
- To provide the audiovisual equipment for the presentations, requested by CABE in advance.
- To provide technical support during the delivery of **hybrid** Project 2INSPIRE sessions, if using a district/site sponsored meeting platform.
- To meet and accommodate the needs of any of their participants as needed, including interpretation.
- To print and provide all graduating participants a copy of their certificate.
- Provide administrative support to CABE Facilitator when necessary; and
- Limit the number of participants to a maximum of 40.
- Participants are defined as those who attend, even for only a portion of the day, whether they are formally registered/paid or not (provided however, such term shall not include those staff individuals present who provide audiovisual equipment, materials/handouts or administrative support.

- If the number of participants exceeds 40, CABE must be notified at least 2 weeks in advance. An additional Parent Specialist may be assigned to the presentation to support participant engagement and additional materials may need to be prepared.
- If the site exceeds 40 participants, the cost per participant beyond 40 will be ($175 each and added to the total cost of the MOU.
- If the site has the sessions in a **hybrid format**, the site will provide staff support to ensure the facilitators are connected on a screen and projected.

Responsibilities of CABE

- Provide all content and curriculum; and
- Provide a Parent Specialist to present the Project 2INSPIRE sessions; and
- When in-person Project 2INSPIRE sessions is not an option due to the Covid-19 pandemic or any other reason beyond CABE's control, provide the sessions through a virtual platform, with modifications as needed.
- Provide a PDF version of certificate for site to print and distribute; and
- Provide a graduation celebration for all that complete full course content in person or virtually.

Virtual/Hybrid Delivery

- If in-person professional development is not an option due to the Covid-19 pandemic or any other reason beyond CABE's control, CABE will coordinate with **Oxnard SD** to provide Professional Development through a **virtual/hybrid platform** and an electric copy (via Google link) of CABE's Licensed Awareness curriculum with modifications as needed (time, materials, etc.).
- CABE will provide the Zoom Virtual Platform and set up unless district/site selects to use and set up a different platform. The district is responsible for providing technical support to CABE facilitator for **hybrid** training, managing, setting up, and monitoring the session.
- Only CABE may record the training if the district or site does not approve the recording it should be communicated to CABE prior to the start of date.
- CABE will notify Participants before the start of the trainings that CABE will be recording the session.
- Participants who consent but do not wish to be seen on the camera, or do not want their background visible, may also turn their cameras off or utilize virtual backgrounds at any point during the meeting.
- Information that Participants want kept private during meetings is their responsibility.
- Participants may not display, post, or otherwise use language or material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, or threatening. This could be subject to removal from the class.

Budgeting

At contract signing, a ***PO must be submitted*** to CABE Project 2INSPIRE Contract Coordinator Ms. Maria Valencia via email mvalencia@gocabe.or

CABE Project 2INSPIRE Contract Coordinator will invoice **Oxnard SD** by May 1, 2025, for all delivered and scheduled dates through June 30, 2025.

Intellectual Property

CABE retains all intellectual property rights to the content of the Project 2INSPIRE presentations.
CABE retains the right to record virtual and in-person Project 2INSPIRE sessions for internal quality control purposes. Only CABE may record its presentations and any recordings are the sole property of CABE.

Insurance

CABE shall provide **Oxnard SD with** a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than $3,000,000 aggregate and $1,000,000 per occurrence. CABE will provide evidence of Workers' Compensation insurance coverage for all CABE Parent Specialist upon request.

Indemnification

A. Insofar as permitted by law, **Oxnard SD** and shall assume the defense and hold harmless CABE and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of **Oxnard SD,** its officers, agents, or employees.

B. Insofar as permitted by law, CABE shall assume the defense and hold harmless **Oxnard SD** and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of CABE its officers, agents, or employees.

C. It is the intent of **Oxnard SD**- and CABE that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed, and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.

D. **Oxnard SD** and CABE agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this agreement within ten (10) calendar days of such determination. **Oxnard SD** and CABE further agree to cooperate in defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this agreement.

Termination

Either party may terminate this MOU without cause upon (30) days prior written notice to the other party. If terminated by the District, the District will be responsible for costs incurred up to the date of termination. If in-person sessions are not an option at any point during the school year

due to the Covid-19 pandemic or other cause outside the control of the parties, CABE will provide the Project 2INSPIRE sessions through a virtual platform, with modifications as needed, or the parties will reschedule the sessions to a mutually agreeable date.

Notices

Any notice required to be given by the terms of this MOU shall be deemed to have been given when the same is personally delivered or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To*:* **Oxnard SD**

Oxnard School District
1051 South A Street
Oxnard, CA 93030

To: CABE

California Association for Bilingual Education
20888 Amar Road
Walnut, CA 91789

Integration

This MOU represents the entire and integrate agreement between **Oxnard SD** and CABE for the services described above, and supersedes all prior negotiations, representations, or agreements, either written or oral. This MOU may be amended only by written instrument signed by the duly authorized representatives of **Oxnard SD** and CABE.

Representation of Authority

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU.

IN WITNESS WHEREOF, **Oxnard SD** and CABE have executed this MOU as of the date first above written.

_____ _____

Authorized Representative of
Oxnard SD
1051 South A. St.
Oxnard, CA 93030
(805) 385-1501

Dr. Edgar Lampkin, CABE CEO
California Association for Bilingual
20888 Amar Road
Walnut, CA 91789
(626) 814-4441

Date:_____ Date: _____**4/26/24**_____

EXHIBIT A SCOPE OF WORK

I. GENERAL SCOPE:

The Contractor will provide **Hybrid** training workshops, on topics from the California Association for Bilingual Education's (CABE's) **Project 2INSPIRE Parent Leadership Development Program (P2i). 3-Mastery Level Cohorts (12) 2 to 3-hour training workshops (2-Spanish and 1-English) including up to 6 in-person sessions for $25,500** during the **2024-2025 school year**.

II. CONTRACT MONITORS:

The Contractor assigns **Ms. Maria Valencia at mvalencia@gocabe.org** as the Contractor 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.

III. TASKS TO BE ACCOMPLISHED:

A. CABE Parent Specialist will provide:

1. **3-Cohorts (2-Spanish and 1-English) of 12 sessions each, 2-3-hour training workshops on topics from CABE's P2i Mastery Level.** ***Including up to three in-person training workshops per Spanish cohort*** during the **2024-2025** school year with **Oxnard SD** held in a **hybrid format through ZOOM**. Training dates TBD.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Academic Agreement

Approval of Agreement #24-96 – Provocative Practice (Fox)

Provocative Practice will provide guidance, support, mentoring, and coaching support for the District Newcomer program.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
$100,500.00 – Supplemental Concentration

RECOMMENDATION:
It is recommended by the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-96 with Provocative Practice.

ADDITIONAL MATERIALS:

Attached: Agreement #24-96, Provocative Practice (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

24-96
Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Provocative Practice, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Provocative Practice Provider	909-322-9844 Telephone Number
16 Jersey Lane Street Address	 E-mail Address
Patterson, CA 95363 City, State, Zip code	franciscasanchez53@gmail.com Tax Identification or Social Security Number

Services

*Per attached Proposal dated July 31, 2024
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 22, 2024 through June 30, 2025 Date(s) of Service	TBD Hour(s) of Service	TBD Location

Fees

Compensation for Services	$ 100,500.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 100,500.00

☑ 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.

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   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
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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
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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.

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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.

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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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

Provocative Practice

Francisca S. Sánchez
16 Jersey Lane • Patterson, CA 95363
909.322.9844 (C) • 209.894.7816 (H) • franciscasanchez53@gmail.com

TO: Dr. Ana DeGenna; Dr. Aracely Fox; Teresa Rubalcava
Oxnard School District

FROM: Francisca Sánchez

SUBJECT: PROPOSAL FOR REQUESTED FOLLOW UP SERVICES

DATE: July 31, 2024

In response to your request, I am submitting this proposal to provide Oxnard SD with additional follow up services during the September 24 to June 25 time period. To meet your needs as you have articulated them, I propose that we conduct the following activities:

COMPONENT 1: PROVIDE GUIDANCE & SUPPORT IN THE REDESIGN OF THE DISTRICT'S NEWCOMER PROGRAM. ($44,600)

In collaboration with District staff, identify the purpose, outcomes, features, and components of exemplary newcomer programs that align with the Oxnard MÁS vision, values, and learner profile. Assess the gap between the current newcomer program and an exemplary program, identify the actions needed to transform the current newcomer program to an exemplary program, identify timelines and roles/responsibilities with regard to implementing those actions, and determine how progress of the transformation process will be monitored, assessed, and reported. In addition to designing and facilitating this overall process, the consultant will engage other experts in this work.

COMPONENT 2: PROVIDE AN INTENSIVE PROFESSIONAL LEARNING PROGRAM FOR DUAL LANGUAGE PATHWAY STAFF. ($55,900)

Provide a structured program of professional learning for all TOSAs, ORCs, counselors, and leadership staff to include orientation to multilingual education concepts, research, and guidelines as aligned to Oxnard EMPOWERS and Oxnard MÁS, tailored to administrative staff, support staff, and instructional staff. The professional learning sessions will focus on developing an understanding of powerful pedagogy and practices consonant with the vision of the district strategic plan and applicable to all educational settings.

TOTAL COST FOR COMPONENTS 1 & 2: $100,500

District Responsibilities

The District will have responsibility for:

- Duplicating all necessary materials, including any handbooks.
- Providing access to required documents and staff.
- Serving as the liaison between consultant and district staff and other stakeholders.
- Providing the necessary meeting facilities, set up, refreshments, and basic supplies.
- Providing access to the information technology infrastructure and staff to facilitate communication, project monitoring, and project evaluation.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #24-97 – Professional Tutors of America Inc. (DeGenna/Jefferson)

Professional Tutors of America Inc. will provide a range of services for the Special Education Department during the 2024-2025 school year. Services may include:

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

Term of Agreement: August 22, 2024 through June 30, 2025

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

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #24-97 with Professional Tutors of America Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #24-97, Professional Tutors of America (15 Pages)
Rate Sheet (1 Page)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

24-97

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 21st day of August, 2024 by and between Oxnard School District (hereinafter referred to as "District") and Professional Tutors of America Inc., (hereinafter referred to as "Provider.")

PROVIDER.

Professional Tutors of America Inc.	714-784-3432
Provider	Telephone Number
3350 E. Birch St., Ste. #108	714-671-1887
Street Address	Fax Number
Brea, CA 92821	rgordon@professionaltutors.com
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 22, 20 23, and terminate on June 30, 20 25. 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	Professional Tutors of America Inc.
District	Provider
Attn: Danielle Jefferson	Attn: Robert Gordon
1051 South A Street	3350 E. Birch St., Ste. #108
Street	Street
Oxnard, CA 93030	Brea, CA 92821
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:

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	Professional Tutors of America Inc.
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Interim Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

*PER ATTACHED RATE SHEET

WORK SCHEDULE:

*PER DISTRICT CALENDAR

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 150,000.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 150,000.00
Deposit	$
Balance Due after Completion of Services	$

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

Submit invoices monthly to accountspayable@oxnardsd.org, djefferson@oxnardsd.org, and khenry@oxnardsd.org, Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 21, 2024

Provider: Professional Tutors of America Inc.

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: _____

PROFESSIONAL TUTORS OF AMERICA INC.
-Consultants in Education -

Non Public Agency / Special Education and Related Services

Rate Sheet 2024-25
*Rates/per hour

(1) Academic Instruction - Sped. Credential/General Ed Cred.	$95.
(2) Behavior Intervention	
Behavior Intervention Design Planning	$140.
Behavior Intervention Implementation	$140.
(3) Counseling & Guidance	
Educational Counseling	$140.
Parent Counseling & Training	$140.
Educationally Related Mental Health Services	$140.
Educationally Related Intensive Counseling Services	$140.
(4) Language Speech Development & Remediation	$140.
Assessment/Evaluation, including IEP attendance	$140.
(5) Occupational Therapy	$140.
Assessment/Evaluation, including IEP attendance	$140.
(6) Vocational Education & Career Development, Transition	$105.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #24-98 – Dr. Olvera Psychology (DeGenna/Jefferson)

Dr. Pedro Olvera will provide psychological and educational consulting services for the Special Education Department during the 2024-2025 academic year.

Term of Agreement: September 1, 2024 through June 30, 2025

FISCAL IMPACT:
Not to exceed $30,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #24-98 with Dr. Olvera Psychology.

ADDITIONAL MATERIALS:

Attached: Agreement #24-98, Dr. Olvera Psychology (15 Pages)
Rate Sheet (3 Pages)

SERVICES AGREEMENT

Requisition Number	Purchase Order Number
24-98	
Contract Number	

This Services Agreement (the "Agreement") is made and entered into this 21st day of August, 2024 by and between Oxnard School District (hereinafter referred to as "District") and Dr. Olvera Psychology, (hereinafter referred to as "Provider.")

PROVIDER.

Dr. Olvera Psychology	714-609-3806
Provider	Telephone Number
PO Box 1003	
Street Address	Fax Number
Spring Valley, Ca 91979	dr.pedro.olvera@gmail.com
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 September 1, 20 24, and terminate on June 30, 20 25. 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	Dr. Olvera Psychology
District	Provider
Attn: Danielle Jefferson	Attn: Dr. Pedro Olvera
1051 S. A St.	PO Box 1003
Street	Street
Oxnard, Ca 93030	Spring Valley, Ca 91979
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: [delete those not applicable]

	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: [delete those not applicable]

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.

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	
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Interim Director of Purchasing	
Title	Title

24-98

Contract Number

STATEMENT OF WORK

DESCRIPTION OF WORK:

Dr. Pedro Olvera will provide psychological and educational consulting services for the Special Education Department during the 2024-2025 academic year.

WORK SCHEDULE:

*Per district calendar

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 30,000.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 30,000.00
Deposit	$ 0.00
Balance Due after Completion of Services	$ 0.00

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

Send invoices to accountspayable@oxnardsd.org, djefferson@oxnardsd.org, and khenry@oxnardsd.org. Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 21, 2024

Provider: Dr. Olvera Psychology

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: _____

Dr. Pedro Olvera, LEP#2975
dr.pedro.olvera@gmail.com
www.drolverapsych.com
714-609-3806

2024-2025
Fee Schedule

Type of Assessment (IEE)	Components Exhibit A	Cost Exhibit B
SLD/Dyslexia	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1500/00 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00	Total = $5,500.00 (CAP)
ADHD	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,500.00 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Social Emotional/Behavioral o Executive Functioning/ADHD ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00	Total = $5,500.00 (CAP)
Emotional Disturbance (ED)	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,500.00 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Social Emotional/Behavioral (Personality) o Executive Functioning o Clinical Interview ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00	Total = $5,500.00 (CAP)

Rev: 05/27/2024

Dr. Pedro Olvera, LEP#2975
dr.pedro.olvera@gmail.com
www.drolverapsych.com
714-609-3806

Type of Assessment (IEE)	Components Exhibit A	Cost Exhibit B
Autism	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,500.00 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Parent/Teacher Surveys- $500.00 (Questionnaires) o Autism Scale o Executive Functioning o Clinical Interview o ADOS ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00	Total = $5,500.00 (CAP)
Intellectual Disability	✔ Cognitive =$ 1150.00 ✔ Academic Achievement= $1,500.00 ✔ Auditory Perception= $300.00 ✔ Visual Motor Integration = $700.00 ✔ Visual Perception = $250.00 ✔ Adaptive Behavior= $400.00 ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00	Total = $5,500.00 (CAP)
ERMHS	✔ Parent/Teacher Surveys- $1900.00 o Social Emotional (Broad) o Social Emotional (Narrow) o Executive Functioning o Clinical Interview ✔ Report Writing= $300.00 ✔ School Observation/Review of Records ✔ IEP Time= $300.00 ✔ Bilingual ($500.00)	Total = $2,500.00 (CAP) Bilingual = $2,500.00 (CAP)
Transition Assessment	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation ✔ Teacher Interview ✔ Report Writing & IEP time	Total = $2000.00
Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation ✔ Teacher Interview ✔ Report Writing & IEP time	Total= $2000.00

Rev: 05/27/2024

Dr. Pedro Olvera, LEP#2975
dr.pedro.olvera@gmail.com
www.drolverapsych.com
714-609-3806

Type of Assessment (IEE)	Components Exhibit A	Cost Exhibit B
Special Circumstance Instructional Assistant (SCIA) Assessment	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation(s) ✔ Teacher Interview ✔ Report Writing & IEP time	Total= $2000.00
District Training	✔ Preparation ✔ Presentation ✔ Travel (within two hours)	3 Hours= $1500.00 6 Hours= $2400.00
Consultation	✔ ELL Assessment	$150.00 per hour
Standard Assessments (Psychoeducational) - Non-IEE	✔ Parent Interview ✔ Record Reviews ✔ Classroom observation ✔ Teacher Interview ✔ Cognitive ✔ Processing (visual and auditory) ✔ Social-Emotional ✔ Academic* ✔ Report Writing & IEP time	$1500.00 $ 2,000.00 (Bilingual) $2,000.00 (w/academic assessment)

Other fees may apply given travel, urgency, and uniqueness of each case.

Rev: 05/27/2024

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #24–100 – Tri-Signal Integration, Inc. (Mitchell/Miller)

Tri-Signal Integration, Inc. will provide Annual Fire Alarm System Test and Inspection services for Oxnard School District.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
$70,715.00 – Routine Restricted Maintenance

RECOMMENDATION:
It is the recommendation of the Director of Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #24-100 with Tri-Signal Integration, Inc.

ADDITIONAL MATERIALS:

Attached: Agreement #24-100, Tri-Signal Integration Inc. (4 Pages)
Proposal (5 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

24-100

Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Tri-Signal Integration, Inc., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Tri-Signal Integration, Inc.
Provider

818-566-8558
Telephone Number

28110 Avenue Stanford, Unit D
Street Address

E-mail Address

Valencia, CA 91355
City, State, Zip code

Tax Identification or Social Security Number

Services

Perform annual fire alarm system tyests and inspections of all Oxnard School district sites.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

August 22, 2024 - June 30, 2025
Date(s) of Service

TBD
Hour(s) of Service

Various sites
Location

Fees

Compensation for Services	$ 70,715.00
Other Ancillary Cost, as applicable	$
Total not to Exceed	$ 70,715.00

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

TRI•SIGNAL INTEGRATION, INC.

March 28, 2024

Dana Miller
Director of Facilities
Oxnard USD
1055 South C Street
Oxnard, CA 93030

RE: Services to be provided at the following locations: See page 4 & 5 for the list of locations

LIFE SAFETY SERVICE AGREEMENT

Tri-Signal Integration proposes to provide services listed below in accordance with provisions and terms and conditions on the attached pages:

FIRE ALARM SYSTEM SERVICE WILL INCLUDE:

Annual Fire Alarm System Test and Inspection: Tri-Signal factory trained technician will perform annual test and inspection of control panel equipment including all components, modules, power supplies and batteries; auxiliary/monitoring functions, functional test of audible and visual signaling devices; all initiating devices such as smoke/heat/duct/beam detectors, manual pull stations, water flow & tamper switches).

Special Note: Includes Brycer Compliance Engine Fees. Testing services will be conducted at State Prevailing Wage rates.

Customer representative will assist Tri-Signal to access to all areas of the facilities if necessary.

Tri-Signal will provide necessary equipment such as lifts or ladders if devices are out of reasonable reach.

DOCUMENTATION

Upon completion of each inspection and test, a signed Inspection and Test Report listing actual devices checked will be forwarded to Customer. Copies will be kept at the job site and at our office.

SERVICE NOT INCLUDED IN THIS PROPOSAL

This proposal does not include the cost of labor and parts needed to complete required repairs. The pricing also does not include any fees incurred for fire department witnessing or any additionally required permits. Any parts or labor needed to complete repairs can be provided to the customer at additional cost.

TRI•SIGNAL INTEGRATION, INC.

Page Two
Dana Miller, Director of Facilities, Oxnard USD
1055 South C Street, Oxnard, CA 93030

COST FOR FIRE ALARM SYSTEMS INSPECTION PROGRAM

ANNUAL INVESTMENT $70,715.00 (Seventy Thousand Seven Hundred Fifteen Dollars)

Special Note: Includes Brycer Compliance Engine Fees. Testing services will be conducted at State Prevailing Wage rates.

Contract Term: 7/1/2024 – 6/30/2025

The Charge for the services rendered hereunder will be billed annually, payable in full net 30 days after invoice. Thank you for allowing Tri-Signal Integration, Inc. to provide you with this service. If you have any questions or concerns, please feel free to contact me at 661-476-4592.

Sincerely,

Lauren Hicks
Tri-Signal Integration, Inc.

PLEASE REMIT THIS AGREEMENT TO LHICKS@TRI-SIGNAL.COM UPON APPROVAL

To accept this proposal, please issue a Purchase Order and sign below as acceptance. If you do not issue Purchase Orders, please tell us how you would like us to reference our invoices to ensure prompt payment.

ACCEPTED BY:

_____ _____
Signature Date

_____ _____
Printed Name Title

_____
Purchase Order

ADDITIONAL TERMS AND CONDITIONS

SCOPE:

The services to be performed hereunder are solely the services set forth herein and in any attached Supplement(s), and Tri-Signal Integration, Inc. does not assume any responsibility for nor is it obligated to examine or comment upon any system design, installation or adequacy or overall system performance or to perform any services to any Equipment not specified in Schedule A.

ACCESS:

This Agreement is entered into on the basis that the above installations and the above Equipment can be visited by Tri-Signal Integration, Inc. Service Technicians and worked on without interference during normal working hours (or those hours called for under any Supplement(s) attached), and Customer hereby grants permission to Tri-Signal Integration, Inc. to enter upon the premises and perform the services agreed to herein. Where it is necessary to use ladders or to remove obstacles to facilitate the inspection of Equipment, the Customer will provide ladders and labor for removing such obstacles.

PARTS WARRANTY AND LIMITATION:

With regard to any Tri-Signal Integration, Inc. manufactured parts under furnished by Tri-Signal Integration, Inc. hereunder, Tri-Signal Integration, Inc. warrants all such parts against defects in material and workmanship for a period of one year from date of manufacture. Tri-Signal Integration, Inc. sole responsibility and Customer's exclusive remedy for breach of this Warranty is the repair or replacement of defective parts by Tri-Signal Integration, Inc. or the return of that portion of the purchase price represented by such defective or non-conforming parts, and in no case shall Tri Signal Integration, Inc. liability under any remedy prescribed by law exceed purchase price. CUSTOMER AGREES THAT THERE ARE NO EXPRESSED OR IMPLIED WARRANTIES AS TO QUALITY OR MERCHANTABILITY OR THE FITNESS FOR ANY PARTICULAR PURPOSE OF SAID PARTS IN CONNECTION WITH THEIR FURNISHING OR USE OTHER THAN AS PROVIDED ABOVE. This warranty is void in case of parts abuse, abnormal usage, faulty installation or repair by unauthorized persons, connections to incompatible equipment, AND IN ANY EVENT TRI-SIGNAL INTEGRATION, INC. SHALL HAVE NO LIABILITY FOR INCIDENTAL, CONTINGENT, OR CONSEQUENTIAL DAMAGES OF ANY KIND, INCLUDING LOST PROFITS, RESULTING FROM DEFECT IN ANY TRI- SIGNAL INTEGRATION, INC. PARTS OR OTHERWISE.

With regard to any parts manufactured by others furnished by Tri-Signal Integration, Inc. hereunder, Customer agrees that Tri-Signal Integration, Inc. makes no warranties or representations with respect thereto and Tri-Signal Integration, Inc. sole obligation with respect thereto shall be to pass through to the Customer such other manufacturer's warranty to the extent such warranty is then available and transferable. In furnishing such parts or passing through such warranty to Customer, Tri-Signal Integration, Inc. shall not be deemed to have made, adopted, or guaranteed such other manufacturer's warranty.

LIMITATIONS OF LIABILITY:

It is understood that Tri-Signal Integration, Inc. is not an insurer and that insurance may be obtained by Customer if any is desired by Customer and that the payments made hereunder to Tri-Signal Integration, Inc. are based solely on value of the services rendered and that the scope of the liability undertaken and such payments are not related to the value of the above installation or any property located therein. Tri-Signal Integration, Inc. makes no warranty, express or implied, that the services furnished hereunder will avert or prevent occurrences, or the consequences therefrom, which the services are intended to prevent. Accordingly, Customer agrees that Tri-Signal Integration, Inc. shall not be liable for any loss or damage, irrespective of origin, to person or to property, whether directly or indirectly caused by performance or non-performance of any obligations imposed by this agreement or by any negligent acts or omissions of Tri-Signal Integration, Inc., its agents or employees, unless such loss, damage, or personal injury arises solely, directly and proximately from the negligent performance of such services by Tri-Signal Integration, Inc. and in such event, it is expressly agreed that Tri-Signal Integration, Inc. liability shall be limited to the amount of annual charge for the services to be rendered hereunder. Customer may obtain an expansion of this limitation on liability, if desired, by payment, pursuant to written agreement, of an increased annual rate which shall be negotiated between the parties upon the request of the Customer in writing prior to the effective date or any renewal date of this agreement.

GENERAL:

Tri-Signal Integration, Inc. shall not be responsible for failure to render service hereunder due to unavailability of parts labor troubles, fire, flood, and other causes beyond its reasonable control. This agreement and any Supplement(s) attached constitute the entire agreement between Tri-Signal Integration, Inc. and the Customer and no representation, promise, or statement not expressed herein shall be binding on Tri-Signal Integration, Inc. The terms and conditions herein shall prevail not withstanding any variance with other terms and conditions of any order submitted by Customer with respect to any services hereunder. The effective date of this Agreement shall be the date on which the Agreement is executed by Tri-Signal Integration, Inc.

OXNARD SCHOOL DISTRICT LIST OF LOCATIONS

1.) Norman R. Brekke School: $1,656.00
1400 Martin Luther King JR Drive

2.) Cesar Chavez School: $6,149.00
301 North Marquita Street

3.) Bernice Curren School: $3,720.00
1101 North F Street

4.) Driffill School: $4,122.00
910 South E Street

5. Elm Street School: $2,950.00
450 East Elm Street

6.) Frank Academy: $1,975.00
701 North Juanita Avenue

7.) Fremont Academy: $2,356.00
1130 North M Street

$72

8.) Harrington Elementary: $2,836.00
451 E Olive Street

9.) Family Resource Center: $1,026.00
(at the Harrington Campus)
2501 Gisler Ave.

10.) Dr. Manuel M Lopez Academy: $2,507.00
647 West Hill Street

11.) Kamala School: $4,100.00
634 West Kamala Street

12.) Lemonwood School: $6,210.00
2001 San Mateo Place

13.) Marina West School: $1,805.00
2501 Carob Street

14.) Thurgood Marshall School: $3,506.00
2900 Thurgood Marshall Drive

15.) Christa McAuliffe School: $2,230.00
3300 West Marina Avenue

16.) Dennis McKinna School: $3,018.00
1611 South J Street

17.) Enrollment Center: $739.00
925 South A Street

18.) Ramona School: $2,583.00
804 Cooper Road

19.) Emilie Ritchen Elementary: $950.00
2200 Cabrillo Way

20.) Rose Avenue School: $2,285.00
220 South Driskill Street

21.) San Miguel School: $4,702.00
2400 South J Street

22.) Sierra Linda School: $2,272.00
2201 Jasmine Street

23.) Juan Soria Elementary: $6,362.00
3101 Dunkirk Drive

24.) Transportation/Warehouse: $963.00
514 & 516 West Wooley Road

25.) District Office: $920.00
1051 South A Street

Annual Total: $70,715.00

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-102 – Nate's Place, A Wellness and Recovery Center (Fox/Nocero)

Nate's Place, A Wellness and Recovery Center will provide support and services to 6th – 8th grade students who are at risk of substance abuse and mental health disorders.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
None

RECOMMENDATION:
It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-102 with Nate's Place, A Wellness and Recovery Center.

ADDITIONAL MATERIALS:

Attached: Agreement #24-102, Nate's Place (15 Pages)
Scope of Work (2 pages)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

24-102

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 21st day of August, 2024 by and between Oxnard School District (hereinafter referred to as "District") and Nate's Place, (hereinafter referred to as "Provider.")

PROVIDER.

Nate's Place	805-628-2552
Provider	Telephone Number
3840 W. Channel Islands Blvd.	
Street Address	Fax Number
Oxnard, CA 93035	natesplacewellnesscenter@gmail.com
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 22, 20 24, and terminate on June 30, 20 25. 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	Nate's Place
District	Provider
Attn: Jodi Nocero	Attn: Heidi Allison
1051 S A St.	3840 W. Channel Islands Blvd.
Street	Street
Oxnard, CA 93030	Oxnard, CA 93035
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.

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	Nate's Place
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Interim Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

Per Attached Scope of Work

WORK SCHEDULE:

TBD

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 0.00
Actual and Necessary Travel Expenses	$
Other Expenses	$
Total Amount not to Exceed	$ 0.00
Deposit	$
Balance Due after Completion of Services	$

Proper invoicing is required. Receipts for expenses are required. Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

Please send invoices to jnocero@oxnardsd.org and accountspayable@oxnardsd.org. Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 21, 20 24

Provider: Nate's Place

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: _____

Nate's Place: A Wellness and Recovery Center
Scope of Work

The Learning Communities for School Success Program (LCSSP) grant initiative will address the needs of the students targeted to receive services using non-punitive programs and practices, with the goal of improving attendance, reducing chronic absenteeism, reducing the use of exclusionary disciplinary practices, and improving school connectedness and supports for students in danger of alcohol and drug abuse. The frequency of drug and alcohol use and abuse are becoming more and more prevalent among young people. In order to provide education and support to students and families, the Oxnard School District will contract with Nate's Place: A Wellness and Recovery Center to provide a drug counseling program to our 6th, 7th, and 8th grade students.

Total Cost:

- No cost

Term:

- August 22, 2024 - June 30, 2025

Services provided:

- Implement the Teen Intervene Prevention Program on select school sites with 6th, 7th, and 8th grade students.
- Counselors will meet with identified students in groups of 6-8 for the 4 week curriculum.
- Groups will meet once a week, for a four-week cycle.
- Counselors from Nate's Place are trained, relatable and excellent at building rapport with middle school aged students.
- Teen Intervene is a research-based, brief early intervention model.
- The Teen Intervene program's goal is to help the teen become their own agent of change.
- Being an agent of change includes deciding for themselves the pros and cons of drug and alcohol use.
- Being an agent of change includes identifying the reasons why they use.

Nate's Place: A Wellness and Recovery Center

Scope of Work

- Being an agent of change includes learning new skills that promote a substance-free lifestyle and other healthier behaviors.
- Being an agent of change includes taking responsibility for self-change.
- Teen Intervene is based on the stages of change theory, motivational interviewing, and cognitive-behavioral therapy.
- The program helps teens gain insight into their unhealthy choices around substance use and gives them a self-identified off-ramp from increasingly high-risk behaviors.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Personnel Agreement

Approval of Agreement #24-103 – Walter D. Schwartz (Torres)

Walter D. Schwartz will provide services related to collective bargaining training and facilitation services during negotiations.

Term of Agreement: August 22, 2024 through June 30, 2025

FISCAL IMPACT:
Not to exceed $30,000.00 including travel/lodging expenses – General Fund (Negotiations)

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-103 with Walter D. Schwartz.

ADDITIONAL MATERIALS:

Attached: Agreement #24-103, Walter D. Schwartz (1 Page)

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT made and entered into this 21st day of August, 2024 and between the **Oxnard** Sc**hool District**, hereinafter called "District," and **Walter D. Schwartz**, hereinafter called "Consultant,"

WHEREAS, Consultant is skilled, trained, experienced, and competent to render management consulting services and advice to the District regarding educational administrative issues:

NOW, THEREFORE, DISTRICT and CONSULTANT mutually agree as follows:

1. Consultant will provide any and all Management Services as specified by the Superintendent/ or designee.

2. Consultant will perform said services in his own way and as an independent contractor in pursuit of his own independent calling and not as an employee of the District; and he shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such results are to be accomplished.

3. District will prepare and furnish to consultant, upon his request, such information as is reasonably necessary to the performance of Consultant's work under this agreement.

4. In return for the Consultant's provision of Consulting Services described above, the District agrees to pay to Consultant **$175.00** per hour, payable in proportion to the work completed. Total compensation for all Consulting Services provided under this Agreement shall not exceed **$30,000** without prior written authorization from the District.

5. Consultant shall be compensated for travel at the approved IRS mileage rate. In addition, the District shall also provide lodging as needed at no cost to Consultant.

6. The Consultant shall invoice the District on a bi-monthly or monthly schedule and shall not invoice the District for work that has not been completed at the time the invoice is submitted.

7. This agreement shall remain in effect from August 22, 2024 through June 30, 2025. The agreement may be terminated by either party by providing written notice.

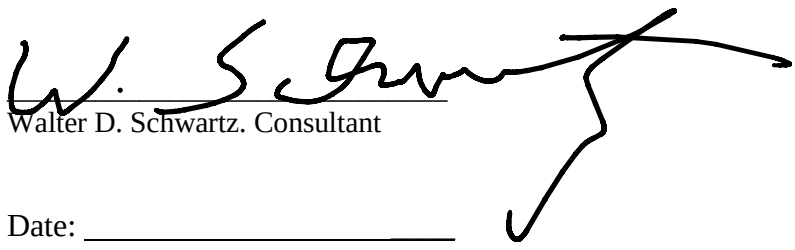
For the District:

_____

Melissa Reyes
Interim Director, Purchasing

Date: _____

Consultant:



Walter D. Schwartz. Consultant

Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-104 – Leadership Associates, LLC (Torres/Carroll)

Leadership Associates will provide up to five (5) days of executive advising services to the Director, Certificated Human Resources during the 2024-25 academic year

Term of Agreement: September 1, 2024 through June 30, 2025

FISCAL IMPACT:
$11,250.00 – Unrestricted General Fund

RECOMMENDATION:
It is recommended by the Assistant Superintendent, Human Resources, and the Director, Certificated Human Resources, that the Board of Trustees approve Agreement #24-104 with Leadership Associates, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #24-104, Leadership Associates, LLC (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

24-104
Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Leadership Associates, LLC., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Leadership Associates, LLC Provider	761-771-4277 Telephone Number
449 W Foothill Blvd., #427 Street Address	bhall@leadershipassociates.org E-mail Address
Glendora, CA 91741 City, State, Zip code	 Tax Identification or Social Security Number

Services

Leadership Associates will provide up to five (5) days of executive advising services to the Director, Certificated Human Resources.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

September 1, 2024 - June 30, 2025 Date(s) of Service	TBD Hour(s) of Service	N/A Location

Fees

Compensation for Services	$ 11,250.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 11,250.00

☑ 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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

LEADERSHIP ASSOCIATES, LLC
449 W Foothill Blvd #427
Glendora CA 91741
760-771-4277

PROPOSAL FOR CONSULTANT SERVICES

The Contractor agrees to perform services for the District during the 2024-25 academic year as follows:

- **The Contractor will provide up to 5 days Executive Advising services to the Director, Certificated Human Resources.**

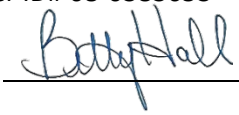
The District agrees to pay the Contractor an amount not to exceed **ELEVEN THOUSAND DOLLARS TWO HUNDRED FIFTY DOLLARS ($11,250)** (daily rate is $2,250)**.** The Contractor will submit to the District bi-annual invoices. Payment is due within 30 days of receipt of invoice.

Mail remittance to: **Leadership Associates**
449 W Foothill Blvd #427
Glendora CA 91741

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:	DISTRICT:
LEADERSHIP ASSOCIATES, LLC	OXNARD ELEMENTARY SCHOOL DISTRICT
Taxpayer ID# 68-0383653	
By 	By
Name Betty Hall, Contracts Administrator	Name Melissa Reyes, Interim Director, Purchasing
mailto:bhall@leadershipassociates.org	
Date August 6, 2024	Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-105 – Leadership Associates, LLC (Torres)

Leadership Associates will provide up to five (5) days of executive advising services to the Assistant Superintendent, Human Resources during the 2024-25 academic year

Term of Agreement: September 1, 2024 through June 30, 2025

FISCAL IMPACT:
$11,250.00 – Unrestricted General Fund

RECOMMENDATION:
It is recommended by the Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-105 with Leadership Associates, LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #24-105, Leadership Associates, LLC (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

24-105
Contract Number

This Services Agreement (the "Agreement") is made and entered into August 21, 2024 by and between the OXNARD SCHOOL DISTRICT (the "Local Educational Agency" or District") and Leadership Associates, LLC., (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Leadership Associates, LLC
Provider

761-771-4277
Telephone Number

449 W Foothill Blvd., #427
Street Address

bhall@leadershipassociates.org
E-mail Address

Glendora, CA 91741
City, State, Zip code

Tax Identification or Social Security Number

Services

Leadership Associates will provide up to five (5) days of executive advising services to the Assistant Superintendent, Human Resources.
Description of Services (if more space is needed, attach pages labeled as ATTACHMENT A, which is incorporated herein in full)

September 1, 2024 - June 30, 2025	TBD	N/A
Date(s) of Service	Hour(s) of Service	Location

Fees

Compensation for Services	$ 11,250.00
Other Ancillary Cost, as applicable	$ 0.00
Total not to Exceed	$ 11,250.00

☑ 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
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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.

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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

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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

Melissa Reyes		
Interim Director, Purchasing	Signature	Date

LEADERSHIP ASSOCIATES, LLC
449 W Foothill Blvd #427
Glendora CA 91741
760-771-4277

PROPOSAL FOR CONSULTANT SERVICES

The Contractor agrees to perform services for the District during the 2024-25 academic year as follows:

- **The Contractor will provide up to 5 days Executive Advising services to the Assistant Superintendent, Human Resources, September 1, 2024 – June 30, 2025**

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Mail remittance to: **Leadership Associates**
449 W Foothill Blvd #427
Glendora CA 91741

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:	DISTRICT:
LEADERSHIP ASSOCIATES, LLC	OXNARD ELEMENTARY SCHOOL DISTRICT
Taxpayer ID# 68-0383653	
By Betty Hall	By
Name Betty Hall, Contracts Administrator	Name Melissa Reyes, Interim Director, Purchasing
mailto:bhall@leadershipassociates.org	
Date July 15, 2024	Date

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Ratification of Amendment No. 001 to Agreement No. 19-179 with Arcadis International Ltd. (formerly known as IBI Group) to Provide Architectural Engineering Services for McAuliffe Elementary School Modernization Project (Mitchell//Miller/CFW)

The District retained Arcadis International Ltd. (formerly known as IBI Group) ("Architect") to provide architectural and design services for the McAuliffe Elementary School Modernization Project. The design plans for the project received by the Division of the State Architect ("DSA") were given approval on April 19, 2021 and construction of the project was put on hold pending the availability of future funding. The District has now elected to move forward with the project. Changes to the DSA approved plans and specifications are needed to include additional scope of work and the Architect is in the process of completing the additional scope design work for the project and will submit the changes to the DSA for their review. The purpose of this amendment is to provide these additional services.

FISCAL IMPACT:
$156,636.00 - Master Construct and Implementation Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director, Facilities, in consultation with CFW, that the Board of Trustees ratify Amendment No. 001 to Agreement No. 19-179 with Arcadis International Ltd. (formerly known as IBI Group) in the amount of $156,636.00 for the McAuliffe Elementary School Modernization Project for additional services.

ADDITIONAL MATERIALS:

Attached: Amendment #001 (8 Pages)
Agreement #19-179, Arcadis International (Formerly IBI Group) - AOR Services MCA Modernization (33 Pages)

Amendment No. 001 to Architect Services Agreement No. 19-179

The Architect Services Agreement No. 19-179 ("Agreement") entered into on December 18, 2019, by and between the Oxnard School District ("District") and Arcadis International Ltd. (formerly known as IBI Group) ("Architect"), is hereby amended by the parties as set forth in this Amendment No. 001 to the Architectural Services Agreement No. 19-179 ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Architect to provide architectural and design services for the McAuliffe Elementary School Modernization Project ("Project");

WHEREAS, the Board of Trustees has taken certain actions to approve the design of the Project;

WHEREAS, the Architect's design plans for the Project received Division of the State Architect ("DSA") approval on April 19, 2021;

WHEREAS, the construction of the Project was put on hold pending the availability of future funding and the District has now elected to move forward with the project;

WHEREAS, changes to the DSA approved plans and specifications are needed to include additional scope of work and the Architect is in the process of completing the additional scope design work for the Project and will submit the changes to the DSA for their review;

WHEREAS, the Board recognizes that the timing of the additional scope of work must all be approved by DSA;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to the Agreement:

AMENDMENT

The Parties agree to add the following language to SECTION 3 of the Agreement:

The definition of the Project is expanded to include additional scope of work as identified in the Architect's proposal for added scope dated June 25, 2024 identified as Exhibit G hereto.

The Parties agree to add the following language to SECTION 4.1 of the Agreement:

The definition of Basic Services is expanded to include the deliverables and submittals set forth herein, provided for under the original Agreement between the Parties and those identified in Exhibit G hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Exhibit G shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.2.3 Additional Compensation for Additional Scope of Work. The Architect agrees to perform the Basic Services as described in the original Agreement, and Exhibit "G" hereto, with respect to the Project. Architect agrees to deliver the deliverables identified in Exhibit "C" and Exhibit "D" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, Architect agrees to be compensated an additional flat "all-in" Basic Fee ("Additional fee") for the additional work totaling: **One Hundred Fifty-Six Thousand Six Hundred Thirty-Six Dollars and No Cents ($156,636.00). This fee shall include all the work necessary to complete the additional scope of work including the costs of any sub-consultants or any specialty consultants.**

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

It is agreed that, as long as the Architect performs the amended Services in a timely manner, in compliance with the provisions of the original Agreement and this Amendment thereto, and to the satisfaction of the District, payments of the Additional fee shall be made by the District, upon approval by the District of deliverables described in Exhibit G, and approval of invoices satisfactory to the District, in amounts not to exceed the percentages for each Phase set forth in the Table in Section 5.1.1 of the original Agreement.

The Parties agree that all other provisions of the Architectural Services Agreement No. 19-179 entered into and executed by the Parties on December 18, 2019 remain in full force and effect. Architect agrees that any provisions, limitations and exclusions in its proposal, Exhibit "G" hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By:

_____ _____

Melissa Reyes, Interim Director, Purchasing Date:

ARCADIS INTERNATIONAL LTD:

By: _____ _____

Janvi Kanani, Principal Date:

By: _____ _____

Maurice Macare, Principal Date:

Exhibit G

Architect's proposal for added scope dated June 25, 2024

Gerald Schober and Scott Burkett

Caldwell Flores Winters, Inc.

521 N. 1st Avenue

Arcadia, CA 91006

Arcadis International Ltd.
333 South Hope Street
C200
Los Angeles, CA 90071
United States
Phone: 213 633 1100
Fax: 888 492 2762
www.arcadis.com

Date: June 25, 2024
Our Ref: 123392
Subject: **Proposal for Added Scope | Additional Services: McAuliffe Elem. School Modernization, Suspension of Services | District Directed Changes**

Dear Gerald and Scott:

In June of 2021 we received communication from CFW that Oxnard School District had decided to put our DSA approved plans for the replacement school at McAuliffe Elementary School Modernization on hold pending future funding. At that time, we suspended any additional development of this project, wrapping up current issues in preparation to put the project on hold. In February of 2024, we were notified that the district had again elected to move forward with this project. Per our architectural services agreement dated December 19, 2019, Article 6.1.3 Temporary Suspension of Services, if services are suspended by the district for greater than 120 days our compensation shall be equitably adjusted for expenses to resume services.

As a result of the suspension of services by the district a total lapse of approximately 660 work days has occurred. As such we are requesting an adjustment to our remaining fee to account for costs associated with the restart of the project and increases in our hourly billing rates.

Following the receipt of bids, the District has decided to reject all bids and protests and utilize the Lease-Lease Back method for procuring this work in lieu of Design-Bid-Build. We anticipate no additional effort to accommodate the change in delivery method. If the District should require assistance with revisions and or value engineering due to the LLB process, additional fee may be required.

In addition, our initial fee was calculated for a construction period spanning six to eight months, as outlined in our fee proposal dated November 22, 2019. However, with the revised schedule communicated on February 6, 2024, incorporating a phased approach, we have adjusted our fee to accommodate an additional seven months of Construction Administration services.

Furthermore, the district has requested some other changes to the approved documents and specifications that include the below.

SCOPE OF WORK:

Added scope is identified below:

1. **Changes to Front Lobby:**
- Provide (3) Security Doors with controlled access at Hallway/Lobby area. (Future CCD under current Modernization)
- Submit CCD to DSA for Review and Approval.

2. **Changes to Overall Building:**
- Provide work scope to install CCTV and WAPS along Exterior / Interior of Building. (Future Change Order to contract)
- Coordinate Locations with IT.

3. **Replace Classroom doors/Hardware and revise flooring to be HVT:**
- Develop updated door schedule.
- Coordinate door hardware specification and installation.
- Revise documents to reflect flooring change.

LLB Delivery vs DBB

- We anticipate no additional effort to accommodate the change in delivery method.

Extended Construction Administration Services

- Our current A/E fee for Construction Administration services is $65,341. Review of submittals is anticipated within the initial A/E fee. Based on our experience, submittal review reflects approximately 10% of our effort during CA.
- The construction period is proposed to be approximately double. Our additional fee for the extended Construction Administration phase reflects the added effort to provide services for that extended period and anticipates every other week virtual construction meeting attendance.
- We understand weekly on-site meetings are NOT requested/required by the District. We have not included a fee for that effort.

Resuming Design Services

- 5% Fee Adjustment of Remaining Fee (29% of fee = $109,014). Due to Temporary Suspension of Services as compensation for restarting the project and change in billing rates.

Scope Exclusions

- Work not specifically identified above.

Compensation: We propose the following compensation for the above referenced services for the following fixed fee of **$156,636** (One Hundred Fifty Six Thousand Six Hundred and Thirty-Six dollars).

Invoices shall be submitted monthly based on percentage completed of the authorized phases.

Arcadis, a California Partnership
June 25, 2024

Thank you for reviewing this proposal, we look forward to the opportunity to continue to provide services for the revised project. Please call if you have any questions or comments.

This fee is inclusive of all reimbursable expenses. Please contact me if you have any questions.

Sincerely,
Arcadis International Ltd.

Janvi Kanani, AIA, LEED AP BD+C, DBIA
Principal
Email: Janvi.kanani@arcadis.com
Direct Line: 213.769.0011x 56104
Mobile: 760.793.2394

Maurice Macare, AIA, LEED AP
Principal
Email: Maurice.macare@arcadis.com
Direct Line: 619.234.4110 ext 56712
Mobile: 805.440.9013

_____

Acceptance Date

Gerald Schober, Senior VP

Caldwell, Flores Winters, Inc.

Attachments:

Fee Breakdown Sheet

ARCADIS

Project: McAuliffe Elementary School Modernization - Add Service 1
Proposed Fee Summary

Date: June 25, 2024

Arcadis Group Hourly Rates

Position/Title	Hourly Rate
Principal Architect II	$ 295
Project Manager	$ 220
Project Architect	$ 150
Specification Writer	$ 160
Sr. CADD/BIM Draftsman	$ 120
CADD/BIM Draftsman	$ 100
Administrative Support	$ 100

Arcadis Group Fee Breakdown

No	Phase	Fixed Fee	Estimated Man Hours						
			Principal Arch II	Project Manager	Project Architect	Specification Writer	Sr. CADD/BIM Draftsman	CADD/BIM Draftsman	Administrative Support
			$ 295	$ 220	$ 150	$ 160	$ 120	$ 100	$ 100
1	**Changes to Front Lobby**								
	Plans, Elevations, Door Schedule	$ 8,000		4	24	4	24		
	DSA CCD Review & Approval	$ 6,140		1	24		16		4
	Coordination	$ 2,160			8		8		
	Subtotal	**$ 16,300**	**0**	**5**	**56**	**4**	**48**	**0**	**4**
2	**Changes to Overall Building**								
	CCTV and WAPS	$ 4,300		1	8		24		
	Coordinate Locations with District	$ 1,680			8		4		
	Coordination	$ 3,120			8		16		
	Subtotal	**$ 9,100**	**0**	**1**	**24**	**0**	**44**		
	Subtotal	**$ 1,920**	**0**	**0**	**0**	**0**	**16**	**0**	**0**
4	**Replace Classroom Doors/HVT**								
	Develop door schedule	$ 4,320			16		16		
	Coordinate Door hardware	$ 520		1	2				
	Coordinate flooring revision to HVT	$ 1,680		1	2		8		2

ARCADIS

Project: McAuliffe Elementary School Modernization - Add Service 1

Proposed Fee Summary

Date: June 25, 2024

	Subtotal	**$**	**6,520**	**0**	**2**	**20**	**0**	**24**	**0**	**2**
5	**Extended Schedule**									
	Construction Administration (7 months)	$	58,185	7	14	224		112		60
	Subtotal	**$**	**58,185**	**7**	**14**	**224**	**0**	**112**	**0**	**60**
	Total A/E Fees									
	5% Contract Remanining Startup Fee	$	5,451							
	Total Architectural Fee	$	97,476							
	Subconsultant Fees									
	Total Structural Fee	$	-	N/A						
	Total MEP/Audiovisual Fee	**$**	**49,300**	Budlong - Revise Plans for AV & CCTV Scope						
	Architectural Consultant Fee Mark-up (20% of total consultant fees)	$	9,860							
	Total A/E Fee	**$**	**156,636**							

OSD AGREEMENT #19-179

AGREEMENT FOR ARCHITECTURAL SERVICES

BETWEEN

IBI Group

AND

OXNARD SCHOOL DISTRICT

December 18, 2019

FOR

McAuliffe School Modernization Project

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AGREEMENT FOR ARCHITECTURAL SERVICES

PREAMBLE

This Agreement for Architectural Services (**"Agreement"**) is entered into on this **18th day** of **December, 2019** by and between **IBI Group**, an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the **"Architect"**), with a business address at **315 W. Ninth Street, Suite 600, Los Angeles, CA 90015** and the Oxnard School District, a California public school district (**"District"**), with offices located at 1051 South A Street, Oxnard CA 93030, in connection with services commencing on **December 19, 2019**. District and Architect are sometimes individually referred to herein as "Party" and collectively as "Parties".

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the **"Project"**) and, in connection with the Project, requires the services of a duly qualified and licensed architect.

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement.

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District's Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District's staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1
GENERAL PROVISIONS

1.1 DEFINITIONS. When used in this Agreement, the following terms shall have the meanings set forth below:

1.1.1 "Addendum" shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids, which modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.

1.1.2 "Additional Services" shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.

1.1.3 "Agreement" shall mean this document and all its identified exhibits, attachments and amendments.

1.1.4 "Architect" shall mean the architectural firm listed in the first paragraph of this Agreement.

1.1.5 "Architect Consultant" shall mean a person properly qualified and licensed in various aspect of design and construction employed at Architect's sole expense, pursuant to prior approval from the District, to provide Services for the Project.

1.1.6 "Architect's Supplemental Instruction" or **"ASI"** shall mean a small set of drawings which better explains the intent of the design of a building or structure

1.1.7 "As-Built Documents" shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals etc.) showing the condition of the Project as actually built and accepted.

1.1.8 "As-Built Drawings" shall mean the final set of drawings prepared by the Architect that incorporates all changes from all drawings, sketches, details, and clarifications recording all changes from the Bid Set.

1.1.9 "Basic Fee" shall mean the compensation provided to the Architect for providing Basic Services.

1.1.10 "Basic Services" shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project, (ii) preparing educational specifications for the Project, and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State..

1.1.11 "Bid" shall mean the written proposal submitted to the District by a Contractor in accordance with the Bid Set for the construction of the Project.

1.1.12 "Bid Set" shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.

1.1.13 "Bidder" shall mean the person or entity submitting a Bid.

1.1.14 "BIM" or "Building Information Modeling" shall mean the process of generating and managing building data during its life cycle. Typically it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.

1.1.15 "CDE" shall mean the California Department of Education.

1.1.16 "Change Order" or **"CO"** shall mean a written document between the District and the Contractor that is signed by the District and the Contractor authorizing a change in the work or and adjustment in the contract, or the contract time.

1.1.17 "Change Order Request" or **"COR"** shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its changes clause) which becomes a Change Order when approved by the other party (owner or contractor).

1.1.18 "CHPS" shall mean Collaborative for High Performance Schools.

1.1.19 "Construction Budget" shall mean the Construction Cost established by the District representative, as amended by the District in its sole discretion.

1.1.20 "Construction Cost" shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any of their consultants, (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District, (iii) all costs and fees related to off-site improvements, (iv) all costs incurred to remedy any design or construction defects or errors, and (v) any other Project-related costs and fees typically excluded.

1.1.21 "Construction Documents" shall mean those documents which are required for the actual construction of a project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.

1.1.22 "Construction Manager" shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.

1.1.23 "Construction Document Phase" shall have the meaning set forth in Exhibit B.

1.1.24 "Construction Phase(s)" shall mean individual construction contract packages that are bid separately.

1.1.25 "Constructability Review" shall mean, the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect by the District; (ii) are free of errors, omissions, conflicts or other deficiencies so that the Contractors can construct the Project as therein depicted without delays, disruptions, or additional costs.

1.1.26 "Contractor" shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.

1.1.27 "Contractor Payment Application" shall mean a Contractor's written request for payment for completed portions of the work and for materials delivered or stored by the Contractor.

1.1.28 "Design Bid Build" shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.

1.1.29 "Design Development Phase" shall have the meaning set forth in Exhibit B.

1.1.30 "District" shall mean the Oxnard School District.

1.1.31 "District Design Standards" shall be the implementation of standard equipment and/or products as determined by the District, into the overall project design.

1.1.32 "District's Representative" shall mean the Superintendent and/or, Deputy Superintendent, Business & Fiscal Services and/or Director of Facilities, or any authorized designee of those officers.

1.1.33 "DSA" shall mean the Division of the State Architect of the State of California.

1.1.34 "DSA Record Set" shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.

1.1.35 "Educational Specifications" shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.

1.1.36 "Funding Consultant" shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State.

1.1.37 "Guaranteed Maximum Price" or "GMP" shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the "Estimated GMP" and the "Final GMP".

1.1.38 "Inspector of Record" or **"IOR"** shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.

1.1.39 "Lease-Leaseback" shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.

1.1.40 "LEED" shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.

1.1.41 "Modernization/New Construction" shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.

1.1.42 "MOU" shall mean a memorandum of understanding.

1.1.43 "Notice of Completion" or **"NOC"** shall mean the legal notice filed with the County Recorder after completion of construction project.

1.1.44 "OPSC" shall mean the Office of Public School Construction of the State of California.

1.1.45 "Phase" when used without the word "Construction" shall mean the various phases of architectural work described in this Agreement.

1.1.46 "Potential Change Order" or **"PCO"** shall mean is a written document before it has been approved and effected by the contractor and owner.

1.1.47 "Principal(s)" shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.

1.1.48 "Project" shall mean the project described hereinafter in Section 3.

1.1.49 "Project Budget" shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project; including but not limited to professional services, bids for all construction (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.

1.1.50 "Project Director" shall mean, with reference to the Architect, a licensed, experienced and well trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including but not limited to executing change orders during construction, and to bind the Architect to any commitments made on the Architect's behalf in connection herewith.

1.1.51 "Project Manager" shall mean the person assigned by the District to supervise the Project. The District will identify the Project Manager(s) for each Project.

1.1.52 "Project Schedule" shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Contractors and other consultants.

1.1.53 "Prolog" shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.

1.1.54 "Request for Information" or **"RFI"** shall mean a written request from a contractor to the District or Architect for clarification or information about the contract documents following contract award.

1.1.55 "SAB" shall mean the State Allocation Board of the State of California.

1.1.56 "Schematic Design Phase" shall have the meaning set forth in Exhibit B.

1.1.57 "Services" shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and those Services reasonably inferred from this Agreement, as further described and clarified in **Exhibit B** hereto, including any Additional Services required of the Architect hereunder.

1.1.58 "SWPPP" shall mean Storm Water Prevention and Pollution Plan.

1.1.59 "Time Impact Analysis" or **"TIA"** shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the owner or contractor.

1.2 INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS The Recitals above and all Exhibits attached to this Agreement, now or hereafter by

agreement of the parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2
EMPLOYMENT OF ARCHITECT

2.1 EMPLOYMENT OF ARCHITECT. The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all professional architectural and related Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the professional services required to complete the Project in a professional and conscientious manner in accordance and consistent with the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District's review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project, and (iii) the Architect's review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.

2.2 PROJECT DIRECTOR AND OTHER EMPLOYEES. The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect's behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement.

2.3 ARCHITECT COVENANT AGAINST CONTINGENT FEES. The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3
THE PROJECT

The Project consists of such works of new construction, modernization and/or improvement that require services to be provided by Architect described more fully on Exhibit A.

SECTION 4
SERVICES

4.1 BASIC SERVICES. The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit C**. The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule.

4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES

4.2.1 Employment of Personnel. The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District. Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.

4.2.2 Employment of Architect Consultant(s). For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereinafter.

4.2.3 The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultants shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultants. The Architect's Consultant(s) may include but are not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to District. The request shall include the names of the Architect Consultant firms proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed firm and/or personnel. If the proposed firm and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to District.

4.2.4 Cooperation with District and Other Consultants. The Architect and its Consultant (s) shall confer and cooperate with District, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and each Project.

4.2.5 Project Management Software. The project may be managed through a project management software from design through closeout. Architect will utilize the software as required by the District.

4.2.6 Corrections to Construction Documents and Other Deliverables. The Architect shall revise the Construction Documents as needed to incorporate any and all change orders and other necessary modifications required due to negligent acts or any errors or omissions by the Architect or the Architect Consultants. The Architect shall also provide any modifications to any deliverables required under **Exhibit C** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultants.

4.2.7 Minutes of Progress Meetings. The Architect will note discussions during progress meetings concerning any Services and will provide a draft copy of the minutes.

4.2.8 Independent Reviews; Audits. Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not

limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.

The scope of the Architect's obligations during Constructability Review includes without limitation written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the design documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.

4.2.9 Independent Cost Estimates. The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's required estimates with any independent estimator's estimate.

4.2.10 Inspection of Records; Familiarity with Site and Project. The Architect shall be solely responsible for researching and analyzing all records of the existing improvements and the proposed Project, identifying all District held record documents concerning each portion of the Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate existing conditions and record plans of existing buildings and site utilities.

4.2.11 Construction Delivery Methods: Lease-Leaseback. The District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.

4.2.12 Funding Applications and Approvals. The Architect shall assist the District with any and all funding applications and submittals for any program administered by the State or other entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.

4.2.13 District Design Standards. The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.

4.2.14 Storm Water Prevention and Pollution Plan (SWPPP). The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the **required regulatory approval**s and permits.

4.2.15 Changes. The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.

4.2.15.1 Changes Required to Meet Construction Budget. If the lowest responsible bid exceeds one hundred ten percent (110%) of the Construction Budget, Architect shall revise the scope of the project for re-bidding at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope intended to effect cost reduction and no such changes shall be effective until approved by the District.

4.2.17 Deliverables. Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on **Exhibits C & D.**

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the Board of Trustees. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services. It is understood and agreed that if the Architect performs any services which it claims are Additional Services without receiving prior written approval from the District Board of Trustees, the Architect shall not be paid for such claimed Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

4.3.2.1 Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to make the documents compliant with original design requirements, (ii) revisions that should have been implemented during design, (iii) necessary to comply with applicable laws, rules, or regulations, or (iv) revisions required under Section 4.2.15.1.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultants, including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor, or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services, and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 90 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultants.

SECTION 5
ARCHITECT'S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

Three Hundred Seventy-Nine Thousand Six Hundred Eighty-Two Dollars and No Cents ($379,682.00)

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for each Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in **Exhibits C & D**, and approval of invoices satisfactory to the District , in amounts not to exceed the percentages for each Phase as set forth in the following Table:

Architectural Phases		
1	Project Initiation Phase	2.0%
2	Development of Architectural Program	2.0%
3	Schematic Design Phase	10.0%
4	Design Development Phase	17.0%
5	Construction Documents Phase	40.0%
6	Bidding Phase	2.5%
7	Construction Phase	20.0%
8	Project Close Out Phase	6.5%
Total Basic Fee		100.0%

5.1.1.1 Invoices. Invoices may be submitted at the end of each phase in the Table above or as a monthly progress billing per each phase, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit C**, provided that payment will be made as follows: (i) three percent (3%) will be

paid after the submission by the Architect of the Verified Report (described on **Exhibit C**) to DSA; and (ii) three and one-half percent (3.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect's Consultants providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District's Board of Trustees.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 DISPUTED AMOUNTS. In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 COMPENSATION FOR REIMBURSABLE SERVICES

5.4.1 PRIOR APPROVAL. The District will not be obligated to pay for any service(s) performed or cost incurred by the Architect without prior written authorization by the District. The following will not reimbursed under this Agreement:

5.4.2 REIMBURSABLE EXPENSES. The EXCLUSIVE list of reimbursable expenses is set forth below. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant in furtherance of performance of its obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed two percent (2%) of the Basic Fee.:

5.4.2.1 Travel and Mileage. Architect 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 Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit C**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or agreement by the District to consider an interim invoice, the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an **Approval Letter** from the District in the form of **Exhibit D**, attached hereto.

5.5.1.2 Progress payments shall not be made at any time during the Bidding Phase. If District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services, shall be made monthly after approval by the District's Board of Trustees. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted **FINAL INVOICE FOR THE MCAULIFFE SCHOOL MODERNIZATION PROJECT**. The Architect shall provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay within forty-five (45) days of approval of final invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

5.5.5 Combined Invoices. Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6
DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

6.1.1 For Cause. The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. This termination shall be effective if with respect to any monetary Architect Default, the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District and with respect to any non-monetary default for which no time period for cure is otherwise specified below, the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceed the amounts withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.

6.1.2 For Convenience. The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 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 termination; provided that such payments shall not exceed the percentage amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the 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 the Architect's sole and exclusive compensation and the District shall have no liability to the Architect 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.

6.1.3 Temporary Suspension of Services. If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that

effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If one hundred twenty (120) consecutive calendar days or more have elapsed before the Services are resumed, the Project's Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.

6.2 ARCHITECT DEFAULT. The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:

6.2.1 Inability to pay debts and Failure to Pay Architect Consultants. At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultants providing services in connection with this Agreement.

6.2.2 Assignment for the benefit of creditors. An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.

6.2.3 False or misleading. Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.

6.2.4 Failure to Provide Acceptable Design. The Architect's failure to provide a functional design that can be built within 110% of the approved Construction Budget in accordance with industry standards.

6.2.5 Defective Services; Errors or Omissions; Failure to Perform. The Architect or the Architect Consultant (a) provides defective services, including any deficiencies due to errors or omissions, or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).

6.2.6 Willful violation. The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Contract Documents, or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.

6.2.7 Failure to Cooperate with DSA. Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU Process will constitute an automatic default.

6.2.8 Unapproved Assignment. The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.

6.2.9 Disregard of District Authority or Direction. The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.

6.2.10 Violation of Applicable Law. The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.

6.2.11 Failure to Maintain Errors and Omissions Insurance. The Architect fails to maintain the insurance required pursuant to Section 11.2 herein.

6.3 DISTRICT REMEDIES

6.3.1 General Remedies. If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.

6.3.2 Withholding Payment. If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.

6.3.3 Stop Work. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.

6.3.4 Errors & Omissions; Additional Costs. In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultants, including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed in accordance with industry standard for the particular Project, or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.

6.3.5 Self Help. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this

Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY ARCHITECT. The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect my terminate upon thirty (30) days written notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

SECTION 7
DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 District's Representative: The District's Representative represents the District in all matters pertaining to the Services. The District's Representative shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the work without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

7.1.3 Surveys and Tests. The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites.

7.1.3.1 Site Survey. The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the Site.

7.1.3.2 Geologic Hazards Investigation Survey. The District shall have caused to be performed any geological hazards or investigation survey required by State authorities having jurisdiction and make copies available to the Architect for distribution as necessary.

7.1.3.3 Special testing and Inspection. The District shall furnish special testing and inspection services as required by law.

7.1.3.4 Checking and Permit Fees. The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction.

7.1.3.5 Advertising. The District shall pay the cost of any advertisements for bids that may be required.

7.1.3.6 District Inspector. The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.

7.1.3.7 Hazardous Material Consultant. Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into bid documents prepared by the Architect. If the hazardous materials consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's bid documents for the District's convenience and have not been prepared or reviewed by the Architect. The note shall also direct questions about the specifications to its preparer.

7.1.4 District Site Visits. At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below. Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and may assist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit C** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction "punch list" items have been corrected, District staff may accompany the Architect and the Contractor on the final Site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District's failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents; nor require District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District's Board of Trustees adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8
PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The Estimated Project Construction Cost shall be prepared and updated by the Architect as required in **Exhibit C** during each Phase of the Services and shall be subject to District approval. The Estimated Project Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes aware that the Estimated Project Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9
PROJECT SCHEDULE

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform services on time shall constitute a material breach of this Agreement. It shall not be a material

breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the project schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder, (ii) the performance of Services, or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. 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 its 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.

SECTION 10
DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations, estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form (hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant, as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as

they relate to an Assigned Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to an Assigned Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultants for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's consultants, if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant, and their respective agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

10.2.3 This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

10.3 COPYRIGHT. The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.

10.4 TECHNOLOGY USED. The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided

Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.

10.5 DELIVERABLES UPON TERMINATION. Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form acceptable to the District, one hard-copy and two (2) electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultants, if any.

10.6 NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES. After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11
INDEMNIFICATION AND INSURANCE

11 INDEMNIFICATION.INDEMNITY AND LITIGATION COSTS. To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect agrees that it will indemnify, defend and hold the District, the District's Representative, and their respective Board members, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents.

11.1.2 The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent such actions or proceedings arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.

11.1.3 Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.

11.2 INSURANCE. Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.

11.2.1 Minimum Limits of Insurance. The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:

11.2.1.1 Commercial General Liability Insurance with a limit of not less than $2,000,000 each occurrence for bodily injury, personal injury and property damage/$4,000,000 annual aggregate.

11.2.1.2 Automobile Liability Insurance Minimum of $1,000,000 limit each accident.

11.2.1.3 Professional Liability (Errors and Omissions) Insurance with a limit not less than $2,000,000 per claim and $2,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than $1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage at least as broad) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance, if applicable, shall cover liability arising out of any automobiles (including owned, hired and non-owned automobiles). Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing liability coverage at least as broad. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self-insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than three (3) years after Final Completion of the Project to which it applies.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1 The Commercial General Liability policy shall name District, its Board of Trustees and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds ("Additional Insureds"). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect's insurance and shall not contribute with it.

11.2.4.2 With respect to the Commercial General Liability policy and Professional Liability policy the insurers shall agree to waive all rights of subrogation against District, its Board of Trustees and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3 Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days notice is acceptable. Qualified statements such as carrier "will endeavor" or that "failure to mail such notice shall impose no obligation and liability upon the company" shall not be acceptable.

11.2.4.4 The 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.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1 Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best's Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant shall be required to procure insurance from another insurer.

11.2.5.2 Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3 The Architect or Architect Consultant, as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4 Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect's expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of $100,000 must be declared to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12
DISPUTE RESOLUTION

12 RESOLUTION OF CLAIMS. Claims shall be resolved by the parties in accordance with the provisions of this Section 12. All Claims shall be subject to the **"Claims Resolution Process"** set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims. For purpose of this Section 12, a **"Claim"** shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the Construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

12.1 RESOLUTION OF OTHER DISPUTES. Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Ventura, and shall not be subject to the Claims Resolution Process.

12.2 SUBMISSION OF A CLAIM

12.2.1 By the Architect. The Architect's right to commence the Claims Resolution Process shall arise upon the District's written response denying all or part of a Claim. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect's Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect's statement of dispute shall be signed by a Principal of the Architect and shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the "Statement of Dispute"). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect's obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect's time for performance. Adequate supporting data for a Statement of Dispute involving the Architect's compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.

12.2.2 By the District. The District's right to commence the Claims Resolution Process shall arise at any time following the District's actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a

Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the events or circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events.

12.3 CLAIMS RESOLUTION PROCESS. The parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each party to proceed to the next step in the Claims Resolution Process.

12.3.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Trustees' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the parties may either continue the negotiations or either party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Scope of Services hereunder or, (ii) the termination of the services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Scope of Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Scope of Services and the District shall continue to make payments for those services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.3.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.3.1, the parties agree to submit the Claim to non-binding mediation before a mutually acceptable third party mediator prior to commencement of any lawsuit or court action.

12.3.3.1 Qualifications of Mediator. The parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.3.3.2 Submission to Mediation and Selection of Mediator. The party initiating mediation of a Claim shall provide written notice to the other party of its decision to mediate. In the event the parties are unable to agree upon a mediator within ninety (90) calendar days after such written notice is given, then the parties shall submit the matter to the Superior Court of the County of Ventura to select a mediator in accordance with the qualifications herein and the applicable law.

12.3.3.3 Mediation Process. The location of the mediation shall be at the offices of the

District, or otherwise mutually agreed. The costs of mediation shall be shared equally among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.4 Litigation. If the Claim remains unresolved after direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Ventura. The Architect hereby submits to the jurisdiction of said court.

12.4 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13
NOTICES

13 NOTICES. All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received 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; and (iii) on the date it is accepted or rejected if sent by certified mail. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

Oxnard School District
Attn: Karling Aguilera-Fort - Superintendent
1051 South A Street
Oxnard, CA 93030

TO ARCHITECT:

IBI Group
Attn: Craig Atkinson - Principal Architect
315 West 9th Street, Suite 600
Los Angeles, CA 90015

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

14.1 REPRESENTATIONS OF THE ARCHITECT. By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.

14.1.1 The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.

14.1.2 The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project or projects until the Architect's duties in connection therewith have been fully satisfied.

14.1.3 The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.

14.1.4 The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructible in accordance with the standards of the profession.

14.1.5 The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any consultants retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or sub-consultants now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.

14.1.6 The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.

14.2 COMPLIANCE WITH LAWS. The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, non-discriminations laws (including federal and state laws), and any and other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultants to fully comply with such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

14.2.1 Cost Disclosure - Documents and Written Reports. The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars ($5,000).

14.2.2 Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, the 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 the 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 the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

14.2.3 Fingerprinting & Other Operational Requirements of the District. Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit E** and incorporated herein by reference prior to any of the Architect's or Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultants comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

14.2.4 Name and Trademarks. The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.

14.2.5 Conflict of Interest. No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his personal interests or the interests of any corporation, partnership or association in which he is directly or indirectly interested.

14.2.6 Safety. The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, consultant and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.

14.2.7 Labor Certification. By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

14.3 SUPPLEMENTAL CONDITIONS. Any supplemental conditions agreed to by the parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15
MISCELLANEOUS PROVISIONS

14.4 SUCCESSORS AND ASSIGNS. In as much as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment, transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.

14.5 SEVERABILITY. If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

14.6 ENTIRE AGREEMENT. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect shall be entitled to no other benefits other than those specified herein. No changes, amendments or alterations shall be effective unless in writing and signed by both Parties. The Architect specifically acknowledges that in entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.

14.7 GOVERNING LAW AND VENUE. This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Ventura County.

14.8 NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the 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 the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the standard of care of the Architect for its services, which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.

14.9 INDEPENDENT CONTRACTOR. The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect 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, workers' compensation benefits, sick or injury leave or other benefits.

14.10 NO ASBESTOS CERTIFICATION. No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.

14.11 NON-DISCRIMINATION. No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans With Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

14.12 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

14.13 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

14.14 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

14.15 HEADINGS. The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the contract documents or in any way to affect the terms and provisions set forth herein.

14.16 EXECUTION IN COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

Architect

By: _____
Craig Atkinson

Title: _____
Principal Architect

Date: _____

District

By: _____
Karling Aguilera-Fort

Title: _____
Superintendent

Date: 1-10-2020

Architect

By: _____
David Chow

Title: _____
Western Regional Director

Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Ratification of Amendment No. 001 to Agreement No. 19-180 with Arcadis International Ltd. (formerly known as IBI Group) to Provide Architectural Engineering Services for Ritchen Elementary School Modernization Project (Mitchell/Miller/CFW)

The District retained Arcadis International Ltd. (formerly known as IBI Group) ("Architect") to provide architectural and design services for the Ritchen Elementary School Modernization Project. The design plans for the project received Division of the State Architect ("DSA") approval on March 25, 2021 and construction of the project was put on hold pending the availability of future funding. The District has now elected to move forward with the project. Changes to the DSA approved plans and specifications are needed to include additional scope of work and the Architect is in the process of completing the additional scope design work for the project and will submit the changes to the DSA for their review. The purpose of this amendment is to provide these additional services.

FISCAL IMPACT:
$156,636.00 - Master Construct and Implementation Funds

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, the Director of Facilities, in consultation with CFW, that the Board of Trustees ratify Amendment No. 001 to Agreement No. 19-180 with Arcadis International Ltd. (formerly known as IBI Group) in the amount of $156,636.00 for the Ritchen Elementary School Modernization Project for additional services.

ADDITIONAL MATERIALS:

Attached: Amendment #001 (8 Pages)
Agreement #19-180, Arcadis International (Formerly IBI Group) - AOR Services RIT Modernization (33 Pages)

Amendment No. 001 to Architect Services Agreement No. 19-180

The Architect Services Agreement No. 19-180 ("Agreement") entered into on December 18, 2019, by and between the Oxnard School District ("District") and Arcadis International Ltd. (formerly known as IBI Group) ("Architect"), is hereby amended by the parties as set forth in this Amendment No. 001 to the Architectural Services Agreement No. 19-180 ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Architect to provide architectural and design services for the Ritchen Elementary School Modernization Project ("Project");

WHEREAS, the Board of Trustees has taken certain actions to approve the design of the Project;

WHEREAS, the Architect's design plans for the Project received Division of the State Architect ("DSA") approval on March 25, 2021;

WHEREAS, the construction of the Project was put on hold pending the availability of future funding and the District has now elected to move forward with the project;

WHEREAS, changes to the DSA approved plans and specifications are needed to include additional scope of work and the Architect is in the process of completing the additional scope design work for the Project and will submit the changes to the DSA for their review;

WHEREAS, the Board recognizes that the timing of the additional scope of work must all be approved by DSA;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to the Agreement:

AMENDMENT

The Parties agree to add the following language to SECTION 3 of the Agreement:

The definition of the Project is expanded to include additional scope of work as identified in the Architect's proposal for added scope dated June 25, 2024 identified as Exhibit G hereto.

The Parties agree to add the following language to SECTION 4.1 of the Agreement:

The definition of Basic Services is expanded to include the deliverables and submittals set forth herein, provided for under the original Agreement between the Parties and those identified in Exhibit G hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Exhibit G shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.2.3 Additional Compensation for Additional Scope of Work. The Architect agrees to perform the Basic Services as described in the original Agreement, and Exhibit "G" hereto, with respect to the Project. Architect agrees to deliver the deliverables identified in Exhibit "C" and Exhibit "D" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, Architect agrees to be compensated an additional flat "all-in" Basic Fee ("Additional fee") for the additional work totaling: **One Hundred Fifty-Six Thousand Six Hundred Thirty-Six Dollars and No Cents ($156,636.00). This fee shall include all the work necessary to complete the additional scope of work including the costs of any sub-consultants or any specialty consultants.**

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

It is agreed that, as long as the Architect performs the amended Services in a timely manner, in compliance with the provisions of the original Agreement and this Amendment thereto, and to the satisfaction of the District, payments of the Additional fee shall be made by the District, upon approval by the District of deliverables described in Exhibit G, and approval of invoices satisfactory to the District, in amounts not to exceed the percentages for each Phase set forth in the Table in Section 5.1.1 of the original Agreement.

The Parties agree that all other provisions of the Architectural Services Agreement No. 19-180 entered into and executed by the Parties on December 18, 2019 remain in full force and effect. Architect agrees that any provisions, limitations and exclusions in its proposal, Exhibit "G" hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____ _____

Melissa Reyes, Interim Director, Purchasing Date:

ARCADIS INTERNATIONAL LTD:

By: _____ _____

Janvi Kanani, Principal Date:

By: _____ _____

Maurice Macare, Principal Date:

Exhibit G

Architect’s proposal for added scope dated June 25, 2024

Gerald Schober and Scott Burkett

Caldwell Flores Winters, Inc.

521 N. 1st Avenue

Arcadia, CA 91006

Arcadis International Ltd.
333 South Hope Street
C200
Los Angeles, CA 90071
United States
Phone: 213 633 1100
Fax: 888 492 2762
www.arcadis.com

Date: June 25, 2024
Our Ref: 123448
Subject: **Proposal for Added Scope | Additional Services: Ritchen Elem. School Modernization, Suspension of Services | District Directed Changes**

Dear Gerald and Scott:

In June of 2021 we received communication from CFW that Oxnard School District had decided to put our DSA approved plans for the replacement school at Ritchen Elementary School Modernization on hold pending future funding. At that time, we suspended any additional development of this project, wrapping up current issues in preparation to put the project on hold. In February of 2024, we were notified that the district had again elected to move forward with this project. Per our architectural services agreement dated December 19, 2019, Article 6.1.3 Temporary Suspension of Services, if services are suspended by the district for greater than 120 days our compensation shall be equitably adjusted for expenses to resume services.

As a result of the suspension of services by the district a total lapse of approximately 660 work days has occurred. As such we are requesting an adjustment to our remaining fee to account for costs associated with the restart of the project and increases in our hourly billing rates.

Following the receipt of bids, the District has decided to reject all bids and protests and utilize the Lease-Lease Back method for procuring this work in lieu of Design-Bid-Build. We anticipate no additional effort to accommodate the change in delivery method. If the District should require assistance with revisions and or value engineering due to the LLB process, additional fee may be required.

In addition, our initial fee was calculated for a construction period spanning six to eight months, as outlined in our fee proposal dated November 22, 2019. However, with the revised schedule communicated on February 6, 2024, incorporating a phased approach, we have adjusted our fee to accommodate an additional seven months of Construction Administration services.

Furthermore, the district has requested some other changes to the approved documents and specifications that include the below.

SCOPE OF WORK:

Added scope is identified below:

1. **Changes to Front Lobby:**

- Provide (3) Security Doors with controlled access at Hallway/Lobby area. (Future CCD under current Modernization)
- Submit CCD to DSA for Review and Approval.

2. **Changes to Overall Building:**
- Provide work scope to install CCTV and WAPS along Exterior / Interior of Building. (Future Change Order to contract)
- Coordinate Locations with IT.

3. **Replace Classroom doors/Hardware and revise flooring to be HVT:**
- Develop updated door schedule.
- Coordinate door hardware specification and installation.
- Revise documents to reflect flooring change.

LLB Delivery vs DBB

- We anticipate no additional effort to accommodate the change in delivery method.

Extended Construction Administration Services

- Our current A/E fee for Construction Administration services is $65,341. Review of submittals is anticipated within the initial A/E fee. Based on our experience, submittal review reflects approximately 10% of our effort during CA.
- The construction period is proposed to be approximately double. Our additional fee for the extended Construction Administration phase reflects the added effort to provide services for that extended period and anticipates every other week virtual construction meeting attendance.
- We understand weekly on-site meetings are NOT requested/required by the District. We have not included a fee for that effort.

Resuming Design Services

- 5% Fee Adjustment of Remaining Fee (29% of fee = $109,014). Due to Temporary Suspension of Services as compensation for restarting the project and change in billing rates.

Scope Exclusions

- Work not specifically identified above.

Compensation: We propose the following compensation for the above referenced services for the following fixed fee of **$156,636** (One Hundred Fifty Six Thousand Six Hundred and Thirty-Six dollars).

Invoices shall be submitted monthly based on percentage completed of the authorized phases.

Arcadis, a California Partnership
June 25, 2024

Thank you for reviewing this proposal, we look forward to the opportunity to continue to provide services for the revised project. Please call if you have any questions or comments.

This fee is inclusive of all reimbursable expenses. Please contact me if you have any questions.

Sincerely,
Arcadis International Ltd.

Janvi Kanani, AIA, LEED AP BD+C, DBIA
Principal
Email: Janvi.kanani@arcadis.com
Direct Line: 213.769.0011x 56104
Mobile: 760.793.2394

Maurice Macare, AIA, LEED AP
Principal
Email: Maurice.macare@arcadis.com
Direct Line: 619.234.4110 ext 56712
Mobile: 805.440.9013

_____

Acceptance Date

Gerald Schober, Senior VP

Caldwell, Flores Winters, Inc.

Attachments:

Fee Breakdown Sheet

ARCADIS

Project: Ritchen Elementary School Modernization - Add Service 1
Proposed Fee Summary

Date: June 25, 2024

Arcadis Group Hourly Rates

Position/Title	Hourly Rate
Principal Architect II	$ 295
Project Manager	$ 220
Project Architect	$ 150
Specification Writer	$ 160
Sr. CADD/BIM Draftsman	$ 120
CADD/BIM Draftsman	$ 100
Administrative Support	$ 100

Arcadis Group Fee Breakdown

No	Phase	Fixed Fee	Estimated Man Hours						
			Principal Arch II	Project Manager	Project Architect	Specification Writer	Sr. CADD/BIM Draftsman	CADD/BIM Draftsman	Administrative Support
			$ 295	$ 220	$ 150	$ 160	$ 120	$ 100	$ 100
1	**Changes to Front Lobby**								
	Plans, Elevations, Door Schedule	$ 8,000		4	24	4	24		
	DSA CCD Review & Approval	$ 6,140		1	24		16		4
	Coordination	$ 2,160			8		8		
	Subtotal	**$ 16,300**	**0**	**5**	**56**	**4**	**48**	**0**	**4**
2	**Changes to Overall Building**								
	CCTV and WAPS	$ 4,300		1	8		24		
	Coordinate Locations with District	$ 1,680			8		4		
	Coordination	$ 3,120			8		16		
	Subtotal	**$ 9,100**	**0**	**1**	**24**	**0**	**44**		
	Subtotal	**$ 1,920**	**0**	**0**	**0**	**0**	**16**	**0**	**0**
4	**Replace Classroom Doors/HVT**								
	Develop door schedule	$ 4,320			16		16		
	Coordinate Door hardware	$ 520		1	2				
	Coordinate flooring revision to HVT	$ 1,680		1	2		8		2

ARCADIS

Project: Ritchen Elementary School Modernization - Add Service 1

Proposed Fee Summary

Date: June 25, 2024

	Subtotal	**$**	**6,520**	**0**	**2**	**20**	**0**	**24**	**0**	**2**
5	**Extended Schedule**									
	Construction Administration (7 months)	$	58,185	7	14	224		112		60
	Subtotal	**$**	**58,185**	**7**	**14**	**224**	**0**	**112**	**0**	**60**
	Total A/E Fees									
	5% Contract Remanining Startup Fee	$	5,451							
	Total Architectural Fee	$	97,476							
	Subconsultant Fees									
	Total Structural Fee	$	-	N/A						
	Total MEP/Audiovisual Fee	**$**	**49,300**	Budlong - Revise Plans for AV & CCTV Scope						
	Architectural Consultant Fee Mark-up (20% of total consultant fees)	$	9,860							
	Total A/E Fee	**$**	**156,636**							

OSD AGREEMENT #19-180

AGREEMENT FOR ARCHITECTURAL SERVICES

BETWEEN

IBI Group

AND

OXNARD SCHOOL DISTRICT

December 18, 2019

FOR

Ritchen School Modernization Project

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AGREEMENT FOR ARCHITECTURAL SERVICES

PREAMBLE

This Agreement for Architectural Services (**"Agreement"**) is entered into on this **18th day** of **December, 2019** by and between **IBI Group**, an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the **"Architect"**), with a business address at **315 W. Ninth Street, Suite 600, Los Angeles, CA 90015** and the Oxnard School District, a California public school district (**"District"**), with offices located at 1051 South A Street, Oxnard CA 93030, in connection with services commencing on **December 19, 2019**. District and Architect are sometimes individually referred to herein as "Party" and collectively as "Parties".

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the **"Project"**) and, in connection with the Project, requires the services of a duly qualified and licensed architect.

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement.

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District's Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District's staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1
GENERAL PROVISIONS

1.1 DEFINITIONS. When used in this Agreement, the following terms shall have the meanings set forth below:

1.1.1 "Addendum" shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids, which modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.

1.1.2 "Additional Services" shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.

1.1.3 "Agreement" shall mean this document and all its identified exhibits, attachments and amendments.

1.1.4 "Architect" shall mean the architectural firm listed in the first paragraph of this Agreement.

1.1.5 "Architect Consultant" shall mean a person properly qualified and licensed in various aspect of design and construction employed at Architect's sole expense, pursuant to prior approval from the District, to provide Services for the Project.

1.1.6 "Architect's Supplemental Instruction" or **"ASI"** shall mean a small set of drawings which better explains the intent of the design of a building or structure

1.1.7 "As-Built Documents" shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals etc.) showing the condition of the Project as actually built and accepted.

1.1.8 "As-Built Drawings" shall mean the final set of drawings prepared by the Architect that incorporates all changes from all drawings, sketches, details, and clarifications recording all changes from the Bid Set.

1.1.9 "Basic Fee" shall mean the compensation provided to the Architect for providing Basic Services.

1.1.10 "Basic Services" shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project, (ii) preparing educational specifications for the Project, and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State..

1.1.11 "Bid" shall mean the written proposal submitted to the District by a Contractor in accordance with the Bid Set for the construction of the Project.

1.1.12 "Bid Set" shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.

1.1.13 "Bidder" shall mean the person or entity submitting a Bid.

1.1.14 "BIM" or "Building Information Modeling" shall mean the process of generating and managing building data during its life cycle. Typically it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.

1.1.15 "CDE" shall mean the California Department of Education.

1.1.16 "Change Order" or **"CO"** shall mean a written document between the District and the Contractor that is signed by the District and the Contractor authorizing a change in the work or and adjustment in the contract, or the contract time.

1.1.17 "Change Order Request" or **"COR"** shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its changes clause) which becomes a Change Order when approved by the other party (owner or contractor).

1.1.18 "CHPS" shall mean Collaborative for High Performance Schools.

1.1.19 "Construction Budget" shall mean the Construction Cost established by the District representative, as amended by the District in its sole discretion.

1.1.20 "Construction Cost" shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any of their consultants, (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District, (iii) all costs and fees related to off-site improvements, (iv) all costs incurred to remedy any design or construction defects or errors, and (v) any other Project-related costs and fees typically excluded.

1.1.21 "Construction Documents" shall mean those documents which are required for the actual construction of a project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.

1.1.22 "Construction Manager" shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.

1.1.23 "Construction Document Phase" shall have the meaning set forth in Exhibit B.

1.1.24 "Construction Phase(s)" shall mean individual construction contract packages that are bid separately.

1.1.25 "Constructability Review" shall mean, the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect by the District; (ii) are free of errors, omissions, conflicts or other deficiencies so that the Contractors can construct the Project as therein depicted without delays, disruptions, or additional costs.

1.1.26 "Contractor" shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.

1.1.27 "Contractor Payment Application" shall mean a Contractor's written request for payment for completed portions of the work and for materials delivered or stored by the Contractor.

1.1.28 "Design Bid Build" shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.

1.1.29 "Design Development Phase" shall have the meaning set forth in Exhibit B.

1.1.30 "District" shall mean the Oxnard School District.

1.1.31 "District Design Standards" shall be the implementation of standard equipment and/or products as determined by the District, into the overall project design.

1.1.32 "District's Representative" shall mean the Superintendent and/or, Deputy Superintendent, Business & Fiscal Services and/or Director of Facilities, or any authorized designee of those officers.

1.1.33 "DSA" shall mean the Division of the State Architect of the State of California.

1.1.34 "DSA Record Set" shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.

1.1.35 "Educational Specifications" shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.

1.1.36 "Funding Consultant" shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State.

1.1.37 "Guaranteed Maximum Price" or "GMP" shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the "Estimated GMP" and the "Final GMP".

1.1.38 "Inspector of Record" or **"IOR"** shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.

1.1.39 "Lease-Leaseback" shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.

1.1.40 "LEED" shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.

1.1.41 "Modernization/New Construction" shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.

1.1.42 "MOU" shall mean a memorandum of understanding.

1.1.43 "Notice of Completion" or **"NOC"** shall mean the legal notice filed with the County Recorder after completion of construction project.

1.1.44 "OPSC" shall mean the Office of Public School Construction of the State of California.

1.1.45 "Phase" when used without the word "Construction" shall mean the various phases of architectural work described in this Agreement.

1.1.46 "Potential Change Order" or **"PCO"** shall mean is a written document before it has been approved and effected by the contractor and owner.

1.1.47 "Principal(s)" shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.

1.1.48 "Project" shall mean the project described hereinafter in Section 3.

1.1.49 "Project Budget" shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project; including but not limited to professional services, bids for all construction (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.

1.1.50 "Project Director" shall mean, with reference to the Architect, a licensed, experienced and well trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including but not limited to executing change orders during construction, and to bind the Architect to any commitments made on the Architect's behalf in connection herewith.

1.1.51 "Project Manager" shall mean the person assigned by the District to supervise the Project. The District will identify the Project Manager(s) for each Project.

1.1.52 "Project Schedule" shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Contractors and other consultants.

1.1.53 "Prolog" shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.

1.1.54 "Request for Information" or **"RFI"** shall mean a written request from a contractor to the District or Architect for clarification or information about the contract documents following contract award.

1.1.55 "SAB" shall mean the State Allocation Board of the State of California.

1.1.56 "Schematic Design Phase" shall have the meaning set forth in Exhibit B.

1.1.57 "Services" shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and those Services reasonably inferred from this Agreement, as further described and clarified in **Exhibit B** hereto, including any Additional Services required of the Architect hereunder.

1.1.58 "SWPPP" shall mean Storm Water Prevention and Pollution Plan.

1.1.59 "Time Impact Analysis" or **"TIA"** shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the owner or contractor.

1.2 INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS The Recitals above and all Exhibits attached to this Agreement, now or hereafter by

agreement of the parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2
EMPLOYMENT OF ARCHITECT

2.1 EMPLOYMENT OF ARCHITECT. The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all professional architectural and related Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the professional services required to complete the Project in a professional and conscientious manner in accordance and consistent with the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District's review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project, and (iii) the Architect's review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.

2.2 PROJECT DIRECTOR AND OTHER EMPLOYEES. The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect's behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement.

2.3 ARCHITECT COVENANT AGAINST CONTINGENT FEES. The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3
THE PROJECT

The Project consists of such works of new construction, modernization and/or improvement that require services to be provided by Architect described more fully on Exhibit A.

SECTION 4
SERVICES

4.1 BASIC SERVICES. The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit C**. The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule.

4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES

4.2.1 Employment of Personnel. The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District. Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.

4.2.2 Employment of Architect Consultant(s). For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereinafter.

4.2.3 The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultants shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultants. The Architect's Consultant(s) may include but are not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to District. The request shall include the names of the Architect Consultant firms proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed firm and/or personnel. If the proposed firm and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to District.

4.2.4 Cooperation with District and Other Consultants. The Architect and its Consultant (s) shall confer and cooperate with District, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and each Project.

4.2.5 Project Management Software. The project may be managed through a project management software from design through closeout. Architect will utilize the software as required by the District.

4.2.6 Corrections to Construction Documents and Other Deliverables. The Architect shall revise the Construction Documents as needed to incorporate any and all change orders and other necessary modifications required due to negligent acts or any errors or omissions by the Architect or the Architect Consultants. The Architect shall also provide any modifications to any deliverables required under **Exhibit C** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultants.

4.2.7 Minutes of Progress Meetings. The Architect will note discussions during progress meetings concerning any Services and will provide a draft copy of the minutes.

4.2.8 Independent Reviews; Audits. Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not

limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.

The scope of the Architect's obligations during Constructability Review includes without limitation written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the design documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.

4.2.9 Independent Cost Estimates. The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's required estimates with any independent estimator's estimate.

4.2.10 Inspection of Records; Familiarity with Site and Project. The Architect shall be solely responsible for researching and analyzing all records of the existing improvements and the proposed Project, identifying all District held record documents concerning each portion of the Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate existing conditions and record plans of existing buildings and site utilities.

4.2.11 Construction Delivery Methods: Lease-Leaseback. The District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.

4.2.12 Funding Applications and Approvals. The Architect shall assist the District with any and all funding applications and submittals for any program administered by the State or other entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.

4.2.13 District Design Standards. The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.

4.2.14 Storm Water Prevention and Pollution Plan (SWPPP). The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the **required regulatory approval**s and permits.

4.2.15 Changes. The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.

4.2.15.1 Changes Required to Meet Construction Budget. If the lowest responsible bid exceeds one hundred ten percent (110%) of the Construction Budget, Architect shall revise the scope of the project for re-bidding at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope intended to effect cost reduction and no such changes shall be effective until approved by the District.

4.2.17 Deliverables. Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on **Exhibits C & D.**

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the Board of Trustees. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services. It is understood and agreed that if the Architect performs any services which it claims are Additional Services without receiving prior written approval from the District Board of Trustees, the Architect shall not be paid for such claimed Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

4.3.2.1 Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to make the documents compliant with original design requirements, (ii) revisions that should have been implemented during design, (iii) necessary to comply with applicable laws, rules, or regulations, or (iv) revisions required under Section 4.2.15.1.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultants, including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor, or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services, and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 90 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultants.

SECTION 5
ARCHITECT'S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

Three Hundred Seventy-Five Thousand Nine Hundred Ten Dollars and No Cents ($375,910.00)

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for each Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in **Exhibits C & D**, and approval of invoices satisfactory to the District , in amounts not to exceed the percentages for each Phase as set forth in the following Table:

Architectural Phases		
1	Project Initiation Phase	2.0%
2	Development of Architectural Program	2.0%
3	Schematic Design Phase	10.0%
4	Design Development Phase	17.0%
5	Construction Documents Phase	40.0%
6	Bidding Phase	2.5%
7	Construction Phase	20.0%
8	Project Close Out Phase	6.5%
Total Basic Fee		100.0%

5.1.1.1 Invoices. Invoices may be submitted at the end of each phase in the Table above or as a monthly progress billing per each phase, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit C**, provided that payment will be made as follows: (i) three percent (3%) will be

paid after the submission by the Architect of the Verified Report (described on **Exhibit C**) to DSA; and (ii) three and one-half percent (3.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect's Consultants providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District's Board of Trustees.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 DISPUTED AMOUNTS. In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 COMPENSATION FOR REIMBURSABLE SERVICES

5.4.1 PRIOR APPROVAL. The District will not be obligated to pay for any service(s) performed or cost incurred by the Architect without prior written authorization by the District. The following will not reimbursed under this Agreement:

5.4.2 REIMBURSABLE EXPENSES. The EXCLUSIVE list of reimbursable expenses is set forth below. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant in furtherance of performance of its obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed two percent (2%) of the Basic Fee.:

5.4.2.1 Travel and Mileage. Architect 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 Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit C**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or agreement by the District to consider an interim invoice, the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an **Approval Letter** from the District in the form of **Exhibit D**, attached hereto.

5.5.1.2 Progress payments shall not be made at any time during the Bidding Phase. If District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services, shall be made monthly after approval by the District's Board of Trustees. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted **FINAL INVOICE FOR THE RITCHEN SCHOOL MODERNIZATION PROJECT**. The Architect shall provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay within forty-five (45) days of approval of final invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

5.5.5 Combined Invoices. Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6
DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

6.1.1 For Cause. The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. This termination shall be effective if with respect to any monetary Architect Default, the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District and with respect to any non-monetary default for which no time period for cure is otherwise specified below, the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceed the amounts withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.

6.1.2 For Convenience. The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 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 termination; provided that such payments shall not exceed the percentage amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the 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 the Architect's sole and exclusive compensation and the District shall have no liability to the Architect 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.

6.1.3 Temporary Suspension of Services. If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that

effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If one hundred twenty (120) consecutive calendar days or more have elapsed before the Services are resumed, the Project's Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.

6.2 ARCHITECT DEFAULT. The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:

6.2.1 Inability to pay debts and Failure to Pay Architect Consultants. At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultants providing services in connection with this Agreement.

6.2.2 Assignment for the benefit of creditors. An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.

6.2.3 False or misleading. Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.

6.2.4 Failure to Provide Acceptable Design. The Architect's failure to provide a functional design that can be built within 110% of the approved Construction Budget in accordance with industry standards.

6.2.5 Defective Services; Errors or Omissions; Failure to Perform. The Architect or the Architect Consultant (a) provides defective services, including any deficiencies due to errors or omissions, or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).

6.2.6 Willful violation. The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Contract Documents, or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.

6.2.7 Failure to Cooperate with DSA. Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU Process will constitute an automatic default.

6.2.8 Unapproved Assignment. The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.

6.2.9 Disregard of District Authority or Direction. The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.

6.2.10 Violation of Applicable Law. The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.

6.2.11 Failure To Maintain Errors and Omissions Insurance. The Architect fails to maintain the insurance required pursuant to Section 11.2 herein.

6.3 DISTRICT REMEDIES

6.3.1 General Remedies. If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.

6.3.2 Withholding Payment. If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.

6.3.3 Stop Work. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.

6.3.4 Errors & Omissions; Additional Costs. In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultants, including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed in accordance with industry standard for the particular Project, or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.

6.3.5 Self Help. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this

Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY ARCHITECT. The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect my terminate upon thirty (30) days written notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

SECTION 7
DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 District's Representative: The District's Representative represents the District in all matters pertaining to the Services. The District's Representative shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the work without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

7.1.3 Surveys and Tests. The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites.

7.1.3.1 Site Survey. The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the Site.

7.1.3.2 Geologic Hazards Investigation Survey. The District shall have caused to be performed any geological hazards or investigation survey required by State authorities having jurisdiction and make copies available to the Architect for distribution as necessary.

7.1.3.3 Special testing and Inspection. The District shall furnish special testing and inspection services as required by law.

7.1.3.4 Checking and Permit Fees. The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction.

7.1.3.5 Advertising. The District shall pay the cost of any advertisements for bids that may be required.

7.1.3.6 District Inspector. The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.

7.1.3.7 Hazardous Material Consultant. Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into bid documents prepared by the Architect. If the hazardous materials consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's bid documents for the District's convenience and have not been prepared or reviewed by the Architect. The note shall also direct questions about the specifications to its preparer.

7.1.4 District Site Visits. At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below. Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and may assist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit C** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction "punch list" items have been corrected, District staff may accompany the Architect and the Contractor on the final Site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District's failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents; nor require District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District's Board of Trustees adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8
PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The Estimated Project Construction Cost shall be prepared and updated by the Architect as required in **Exhibit C** during each Phase of the Services and shall be subject to District approval. The Estimated Project Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes aware that the Estimated Project Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9
PROJECT SCHEDULE

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform services on time shall constitute a material breach of this Agreement. It shall not be a material

breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the project schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder, (ii) the performance of Services, or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. 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 its 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.

SECTION 10
DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations, estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form (hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant, as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as

they relate to an Assigned Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to an Assigned Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultants for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's consultants, if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant, and their respective agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

10.2.3 This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

10.3 COPYRIGHT. The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.

10.4 TECHNOLOGY USED. The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided

Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.

10.5 DELIVERABLES UPON TERMINATION. Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form acceptable to the District, one hard-copy and two (2) electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultants, if any.

10.6 NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES. After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11
INDEMNIFICATION AND INSURANCE

11 INDEMNIFICATION.INDEMNITY AND LITIGATION COSTS. To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect agrees that it will indemnify, defend and hold the District, the District's Representative, and their respective Board members, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents.

11.1.2 The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent to the extent such actions or proceedings arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.

11.1.3 Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.

11.2 INSURANCE. Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.

11.2.1 Minimum Limits of Insurance. The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:

11.2.1.1 Commercial General Liability Insurance with a limit of not less than $2,000,000 each occurrence for bodily injury, personal injury and property damage/$4,000,000 annual aggregate.

11.2.1.2 Automobile Liability Insurance Minimum of $1,000,000 limit each accident.

11.2.1.3 Professional Liability (Errors and Omissions) Insurance with a limit not less than $2,000,000 per claim and $2,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than $1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage at least as broad) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance, if applicable, shall cover liability arising out of any automobiles (including owned, hired and non-owned automobiles). Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing liability coverage at least as broad. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self-insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than three (3) years after Final Completion of the Project to which it applies.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1 The Commercial General Liability policy shall name District, its Board of Trustees and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds ("Additional Insureds"). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect's insurance and shall not contribute with it.

11.2.4.2 With respect to the Commercial General Liability policy and Professional Liability policy the insurers shall agree to waive all rights of subrogation against District, its Board of Trustees and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3 Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days notice is acceptable. Qualified statements such as carrier "will endeavor" or that "failure to mail such notice shall impose no obligation and liability upon the company" shall not be acceptable.

11.2.4.4 The 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.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1 Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best's Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant shall be required to procure insurance from another insurer.

11.2.5.2 Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3 The Architect or Architect Consultant, as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4 Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect's expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of $100,000 must be declared to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12
DISPUTE RESOLUTION

12 RESOLUTION OF CLAIMS. Claims shall be resolved by the parties in accordance with the provisions of this Section 12. All Claims shall be subject to the **"Claims Resolution Process"** set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims. For purpose of this Section 12, a **"Claim"** shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the Construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

12.1 RESOLUTION OF OTHER DISPUTES. Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Ventura, and shall not be subject to the Claims Resolution Process.

12.2 SUBMISSION OF A CLAIM

12.2.1 By the Architect. The Architect's right to commence the Claims Resolution Process shall arise upon the District's written response denying all or part of a Claim. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect's Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect's statement of dispute shall be signed by a Principal of the Architect and shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the "Statement of Dispute"). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect's obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect's time for performance. Adequate supporting data for a Statement of Dispute involving the Architect's compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.

12.2.2 By the District. The District's right to commence the Claims Resolution Process shall arise at any time following the District's actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the

events or circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events.

12.3 CLAIMS RESOLUTION PROCESS. The parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each party to proceed to the next step in the Claims Resolution Process.

12.3.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Trustees' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the parties may either continue the negotiations or either party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Scope of Services hereunder or, (ii) the termination of the services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Scope of Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Scope of Services and the District shall continue to make payments for those services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.3.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.3.1, the parties agree to submit the Claim to non-binding mediation before a mutually acceptable third party mediator prior to commencement of any lawsuit or court action.

12.3.3.1 Qualifications of Mediator. The parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.3.3.2 Submission to Mediation and Selection of Mediator. The party initiating mediation of a Claim shall provide written notice to the other party of its decision to mediate. In the event the parties are unable to agree upon a mediator within ninety (90) calendar days after such written notice is given, then the parties shall submit the matter to the Superior Court of the County of Ventura to select a mediator in accordance with the qualifications herein and the applicable law.

12.3.3.3 Mediation Process. The location of the mediation shall be at the offices of the District, or otherwise mutually agreed. The costs of mediation shall be shared equally

among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.4 Litigation. If the Claim remains unresolved after direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Ventura. The Architect hereby submits to the jurisdiction of said court.

12.4 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13
NOTICES

13 NOTICES. All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received 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; and (iii) on the date it is accepted or rejected if sent by certified mail. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

Oxnard School District
Attn: Karling Aguilera-Fort - Superintendent
1051 South A Street
Oxnard, CA 93030

TO ARCHITECT:

IBI Group
Attn: Craig Atkinson - Principal Architect
315 West 9th Street, Suite 600
Los Angeles, CA 90015

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

14.1 REPRESENTATIONS OF THE ARCHITECT. By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.

14.1.1 The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.

14.1.2 The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project or projects until the Architect's duties in connection therewith have been fully satisfied.

14.1.3 The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.

14.1.4 The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructable in accordance with the standards of the profession.

14.1.5 The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any consultants retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or sub-consultants now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.

14.1.6 The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.

14.2 COMPLIANCE WITH LAWS. The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, non-discriminations laws (including federal and state laws), and any and other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultants to fully comply with such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

14.2.1 Cost Disclosure - Documents and Written Reports. The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars ($5,000).

14.2.2 Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, the 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 the 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 the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

14.2.3 Fingerprinting & Other Operational Requirements of the District. Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit E** and incorporated herein by reference prior to any of the Architect's or Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultants comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

14.2.4 Name and Trademarks. The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.

14.2.5 Conflict of Interest. No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his personal interests or the interests of any corporation, partnership or association in which he is directly or indirectly interested.

14.2.6 Safety. The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, consultant and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.

14.2.7 Labor Certification. By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

14.3 SUPPLEMENTAL CONDITIONS. Any supplemental conditions agreed to by the parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15
MISCELLANEOUS PROVISIONS

14.4 SUCCESSORS AND ASSIGNS. In as much as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment, transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.

14.5 SEVERABILITY. If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

14.6 ENTIRE AGREEMENT. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect shall be entitled to no other benefits other than those specified herein. No changes, amendments or alterations shall be effective unless in writing and signed by both Parties. The Architect specifically acknowledges that in entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.

14.7 GOVERNING LAW AND VENUE. This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Ventura County.

14.8 NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the 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 the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the standard of care of the Architect for its services, which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.

14.9 INDEPENDENT CONTRACTOR. The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect 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, workers' compensation benefits, sick or injury leave or other benefits.

14.10 NO ASBESTOS CERTIFICATION. No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.

14.11 NON-DISCRIMINATION. No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans With Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

14.12 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

14.13 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

14.14 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

14.15 HEADINGS. The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the contract documents or in any way to affect the terms and provisions set forth herein.

14.16 EXECUTION IN COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

Architect

By: _____
Craig Atkinson

Title: _____
Principal Architect

Date: _____

District

By: _____
Karling Aguilera-Fort

Title: _____
Superintendent

Date: 1-10-2020

Architect

By: _____
David Chow

Title: _____
Western Regional Director

Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Ratification of Amendment No. 001 to Agreement No. 23-161 with Flewelling & Moody Architects, Inc. to Provide Architectural Engineering Services for Rose Avenue Elementary School ECDC Project (Mitchell/Miller/CFW)

Pursuant to Board action, the Oxnard School District applied to the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Program in March 2023. The Program provides one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool, transitional kindergarten (TK) or kindergarten (K) instruction.

As a component of the Enhanced Master Construct Plan, a separate new Early Childhood Development Center (ECDC) is to be constructed at the existing Rose Avenue Elementary School site. In order to complete the project, coordination between the ECDC and Rose Avenue Elementary School Reconstruction Project Architect is required to delineate the scope of work between the two projects.

This amendment is required for the Architect to coordinate the ECDC drawing set with revised and reduced scope for the Rose Elementary School Reconstruction Project.

FISCAL IMPACT:
$12,800.00 (including reimbursable expenses) to be funded by Master Construct and Implementation Funds.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters Inc., that the Board of Trustees ratify Agreement #23-161 with Flewelling & Moody Architects, Inc.

ADDITIONAL MATERIALS:

Attached: Amendment #001 (5 Pages)
Agreement #23-161, Flewelling & Moody - Rose Avenue ECDC Project (55 pages)

Amendment No. 001 to Architect Services Agreement No. 23-161

The Architect Services Agreement No. 23-161 ("Agreement") entered into on October 18, 2023, by and between the Oxnard School District ("District") and Flewelling Moody Architects, Inc. ("Architect"), is hereby amended by the parties as set forth in this Amendment No. 001 to the Architectural Services Agreement No. 23-161 ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Architect to provide architectural and design services for Rose Avenue Early Childhood Development Center (ECDC) Project ("Project");

WHEREAS, the Architect in the process of the design work for the Project and has submitted the construction documents to the Division of the State Architect ("DSA") for their review;

WHEREAS, the Board of Trustees has taken certain actions to approve the design of the Rose Avenue ECDC project;

WHEREAS, the Board recognizes that the timing of the various components of work must all be approved by DSA and additional coordination between the two project on the school site will be required;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add the following language to SECTION 3 of the Agreement:

The definition of the Project is expanded to include additional coordination between the Rose Avenue ECDC project and the Rose Avenue Reconstruction project.

The Parties agree to add the following language to SECTION 4.1 of the Agreement:

The definition of Basic Services is expanded to include the deliverables and submittals set forth herein, provided for under the original Agreement between the Parties and those identified in Exhibit F hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Exhibit F shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.2.3 Additional Compensation for the Rose Avenue ECDC Project revised Scope of Work. The Architect agrees to perform the Basic Services as described in the original Agreement, and Exhibit "F" thereto, with respect to the Project. Architect agrees to deliver the deliverables identified in

Exhibit "C" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, Architect agrees to be compensated an additional flat "all-in" Basic Fee for the additional work totaling: **Twelve Thousand Eight Hundred Dollars and No Cents ($12,800.00). This fee shall include all the work necessary to complete the coordination drawings between the Rose ECDC and Rose Reconstruction projects including the costs of any sub-consultants or any specialty consultants.**

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Architectural Services Agreement No. 23-161 entered into and executed by the Parties on October 18, 2023 remain in full force and effect. Architect agrees that any provisions, limitations and exclusions in its proposal, Exhibit "F" hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____ _____

Melissa Reyes, Interim Director, Purchasing Date:

FLEWELLING MOODY ARCHITECTS, INC.:

By: _____ _____

Scott Gaudineer, Managing Principal Date:

815 Colorado Blvd
Suite 200
Los Angeles, CA 90041
323 . 543 . 8300
flewelling-moody.com

FLEWELLING & MOODY
architecture • planning • interiors

Additional Services Proposal for:

New Transitional Kindergarten Facilities at Rose Avenue Elementary School Oxnard School District

Located at 220 S. Driskill Street
Oxnard, California 93030

Submitted to:
Gerald Schober
Calwell Flores Winters, Inc.
July 12, 2024

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I. Project Description

Per the new Rose Avenue K-5 School project under DSA Application 03-119284, the existing Administration Building is slated for demolition and the surrounding area of approximately 31,000 SF is to be developed as turf area. However, as a result of revisions outlined in their DSA approved CCD-26A, the said area has been omitted from the scope. The District requests this portion of the scope to be included as part of the new Transitional Kindergarten Facilities project under DSA Application A03-124244.

Specifically the scope of work shall include the following:

1. Assessment of DSA approved CCD-26A from A03-119284 for coordination purposes.
2. Update architectural site plan and provide additional site details as required.
3. Provide grading and drainage design and update utility plan accordingly.
4. Provide planting and irrigation design.
5. Preparation of construction documents and include as part of DSA V2 submittal package under A03-124244.

II. District Responsibilities

1. The District shall provide all available record drawings or reference drawings as needed to complete the scope.

III. Services Not Included

1. Additional scope of work requested by the Owner (Owner-Requested Changes) that falls beyond the agreed scope of work.
2. Topographical survey, geotechnical report, goe-hazard report, or fire flow test.
3. Cost estimates.

IV. Professional Service Fees

A. Flewelling & Moody proposes a fee of $12,800 based on the information provided.

Sincerely,

Scott F. Gaudineer, AIA, C-14211
President / CEO
Flewelling & Moody, Inc.

Accepted by:

_____ Date _____
Gerald Schober
Vice President, Implementation Services
Caldwell Flores Winters, Inc.

AGREEMENT #23-161

FOR ARCHITECTURAL SERVICES

BETWEEN

Flewelling and

Moody AND

OXNARD SCHOOL DISTRICT

October 18, 2023

FOR

Rose Ave ECDC Project

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AGREEMENT FOR ARCHITECTURAL SERVICES

PREAMBLE

This Agreement for Architectural Services (**"Agreement"**) is entered into on this **18th day** of **October, 2023** by and between **Flewelling and Moody, Inc.,** an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the **"Architect"**), with a business address at **815 Colorado Boulevard, Suite 200, Los Angeles, CA 90041** and the **Oxnard School District**, a California public school district (**"District"**), with offices located at 1051 South A Street, Oxnard CA 93030, in connection with services commencing on **October 18, 2023**. District and Architect are sometimes individually referred to herein as "Party" and collectively as "Parties."

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the **"Project"**) and, in connection with the Project, requires the services of a duly qualified and licensed architect.

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement.

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District's Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District's staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1 GENERAL PROVISIONS

1.1 **DEFINITIONS.** When used in this Agreement, the following terms shall have the meanings set forth below:

1.1.1 "Addendum" shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids, which modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.

1.1.2 "Additional Services" shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.

1.1.3 "Agreement" shall mean this document and all its identified exhibits, attachments and amendments.

1.1.4 "Architect" shall mean the architectural firm listed in the first paragraph of this Agreement.

1.1.5 "Architect Consultant" shall mean a person properly qualified and licensed in various aspect of design and construction employed at Architect's sole expense, pursuant to prior approval from the District, to provide Services for the Project.

1.1.6 "Architect's Supplemental Instruction" or **"ASI"** shall mean a small set of drawings which better explains the intent of the design of a building or structure

1.1.7 "As-Built Documents" shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals etc.) showing the condition of the Project as actually built and accepted.

1.1.8 "As-Built Drawings" shall mean the final set of drawings prepared by the Architect that incorporates all changes from all drawings, sketches, details, and clarifications recording all changes from the Bid Set.

1.1.9 "Basic Fee" shall mean the compensation provided to the Architect for providing Basic Services.

1.1.10 "Basic Services" shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project, (ii) preparing educational specifications for the Project, and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State..

1.1.11 "Bid" shall mean the written proposal submitted to the District by a Contractor in accordance with the Bid Set for the construction of the Project.

1.1.12 "Bid Set" shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.

1.1.13 "Bidder" shall mean the person or entity submitting a Bid.

1.1.14 "BIM" or "Building Information Modeling" shall mean the process of generating and managing building data during its life cycle. Typically it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.

1.1.15 "CDE" shall mean the California Department of Education.

1.1.16 "Change Order" or **"CO"** shall mean a written document between the District and the Contractor that is signed the District and the Contractor authorizing a change in the work or and adjustment in the contract, or the contract time.

1.1.17 "Change Order Request" or **"COR"** shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its changes clause) which becomes a Change Order when approved by the other party (owner or contractor).

1.1.18 "CHPS" shall mean Collaborative for High Performance Schools.

1.1.19 "Construction Budget" shall mean the Construction Cost, established by the District representative, of the documents and specifications prepared by or under the direction of the Architect, as amended by agreement of the parties during any subsequent phase.

1.1.20 "Construction Cost" shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any of their consultants, (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District, (iii) all costs and fees related to off-site improvements, (iv) all costs incurred to remedy any design or construction defects or errors, and (v) any other Project-related costs and fees typically excluded.

1.1.21 "Construction Documents" shall mean those documents which are required for the actual construction of a project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.

1.1.22 "Construction Manager" shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.

1.1.23 "Construction Document Phase" shall have the meaning set forth in Exhibit B.

1.1.24 "Construction Phase(s)" shall mean individual construction contract packages that are bid separately.

1.1.25 "Constructability Review" shall mean, the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect by the District; (ii) are free of errors, omissions, conflicts or other deficiencies so that the Contractors can construct the Project as therein depicted without delays, disruptions, or additional costs.

1.1.26 "Contractor" shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.

1.1.27 "Contractor Payment Application" shall mean a Contractor's written request for payment for completed portions of the work and for materials delivered or stored by the Contractor.

1.1.28 "Design Bid Build" shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.

1.1.29 "Design Development Phase" shall have the meaning set forth in Exhibit B.

1.1.30 "District" shall mean the Oxnard School District.

1.1.31 "District Design Standards" shall be the implementation of standard equipment and/or products as determined by the District, into the overall project design.

1.1.32 "District's Representative" shall mean the Superintendent and/or, Deputy Superintendent, Business & Fiscal Services and/or Director of Facilities, or any authorized designee of those officers.

1.1.33 "DSA" shall mean the Division of the State Architect of the State of California.

1.1.34 "DSA Record Set" shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.

1.1.35 "Educational Specifications" shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.

1.1.36 "Funding Consultant" shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State.

1.1.37 "Guaranteed Maximum Price" or "GMP" shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the "Estimated GMP" and the "Final GMP".

1.1.38 "Inspector of Record" or **"IOR"** shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.

1.1.39 "Lease-Leaseback" shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.

1.1.40 "LEED" shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.

1.1.41 "Weekly Memo" shall mean a written summary of progress of the specific task or portion of the work provided on Friday of every week to CFW's Sr. Program Manager in charge of the program.

1.1.42 "Modernization/New Construction" shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.

1.1.43 "MOU" shall mean a memorandum of understanding.

1.1.44 "Notice of Completion" or **"NOC"** shall mean the legal notice filed with the County Recorder after completion of construction project.

1.1.45 "OPSC" shall mean the Office of Public School Construction of the State of California.

1.1.46 "Phase" when used without the word "Construction" shall mean the various phases of architectural work described in this Agreement.

1.1.47 "Potential Change Order" or **"PCO"** shall mean is a written document before it has been approved and effected by the contractor and owner.

1.1.48 "Principal(s)" shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.

1.1.49 "Project" shall mean the project described hereinafter in Section 3.

1.1.50 "Project Budget" shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project; including but not limited to professional services, bids for all construction (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.

1.1.51 "Project Director" shall mean, with reference to the Architect, a licensed, experienced and well- trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including but not limited to executing change orders during construction, and to bind the Architect to any commitments made on the Architect's behalf in connection herewith.

1.1.52 "Project Manager" shall mean the person assigned by the District to supervise the Project. The District will identify the Project Manager(s) for each Project.

1.1.53 "Project Schedule" shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Contractors and other consultants.

1.1.54 "Prolog" shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.

1.1.55 "Request for Information" or **"RFI"** shall mean a written request from a contractor to the District or Architect for clarification or information about the contract documents following contract award.

1.1.56 "SAB" shall mean the State Allocation Board of the State of California.

1.1.57 "Schematic Design Phase" shall have the meaning set forth in Exhibit B.

1.1.58 "Services" shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and those Services reasonably inferred from this Agreement, as further described and clarified in **Exhibit B** hereto, including any Additional Services required of the Architect hereunder.

1.1.59 "SWPPP" shall mean Storm Water Prevention and Pollution Plan.

1.1.60 "Time Impact Analysis" or **"TIA"** shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the owner or contractor.

1.2 INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS The Recitals above and all Exhibits attached to this Agreement, now or hereafter by agreement of the parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2
EMPLOYMENT OF ARCHITECT

2.1 EMPLOYMENT OF ARCHITECT. The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all professional architectural and related Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the professional services required to complete the Project in a professional and conscientious manner in accordance and consistent with highest industry standards and the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District's review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project, and (iii) the Architect's review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.

2.2 PROJECT DIRECTOR AND OTHER EMPLOYEES. The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect's behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement.

2.3 ARCHITECT COVENANT AGAINST CONTINGENT FEES. The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3
PROJECT

The Project consists of such works of new construction, modernization and/or improvement that require services to be provided by Architect described more fully on Exhibit A.

SECTION 4
SERVICES

4.1 **BASIC SERVICES**. The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit A.** The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule.

4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES

4.2.1 Employment of Personnel. The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District. Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.

4.2.2 Employment of Architect Consultant(s). For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereinafter.

4.2.3 The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultants shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultants. The Architect's Consultant(s) may include but are not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to District. The request shall include the names of the Architect Consultant firms proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed firm and/or personnel. If the proposed firm and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to District.

4.2.4 Cooperation with District and Other Consultants. The Architect and its Consultant (s) shall confer and cooperate with District, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and each Project.

4.2.5 Project Management Software. The project may be managed through a project management software from design through closeout. Architect will utilize the software as required by the District.

4.2.6 Corrections to Construction Documents and Other Deliverables. The Architect shall revise the Construction Documents as needed to incorporate any and all change orders and other necessary modifications required due to negligent acts or any errors or omissions by the Architect

or the Architect Consultants. The Architect shall also provide any modifications to any deliverables required under **Exhibit A** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultants.

4.2.7 Weekly Reports. The Architect shall provide written weekly reports discussing the progress made concerning Services and sent to the District's Sr. Program Manager.

4.2.8 Minutes of Progress Meetings. The Architect will note discussions during progress meetings concerning any Services and will provide a draft copy of the minutes.

4.2.9 Independent Reviews; Audits. Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.

The scope of the Architect's obligations during Constructability Review includes without limitation written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the design documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.

4.2.10 Independent Cost Estimates. The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's required estimates with any independent estimator's estimate.

4.2.11 Inspection of Records; Familiarity with Site and Project. The Architect shall be solely responsible for researching and analyzing all records of the existing improvements and the proposed Project, identifying all District held record documents concerning each portion of the Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate existing conditions and record plans of existing buildings and site utilities.

4.2.12 Construction Delivery Methods: Lease-Leaseback. The District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.

4.2.13 Funding Applications and Approvals. The Architect shall assist the District with any and all funding applications and submittals for any program administered by the State or other

entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.

4.2.14 District Design Standards. The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.

4.2.15 Storm Water Prevention and Pollution Plan (SWPPP). The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the **required regulatory approval**s and permits.

4.2.16 Changes. The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.

> **4.2.16.1 Changes Required to Meet Construction Budget.** If the lowest responsible bid exceeds one hundred ten percent (110%) of the Construction Budget, Architect shall revise the scope of the project for re-bidding at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope intended to effect cost reduction and no such changes shall be effective until approved by the District.

4.2.17 Deliverables. Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on **Exhibit A.**

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the Board of Trustees. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

> **4.3.2.1** Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to make the documents compliant with original design requirements, (ii) revisions that should have

been implemented during design or (iii) necessary to comply with applicable laws, rules, or regulations.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultants, including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor, or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services, and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 180 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultants.

SECTION 5
ARCHITECT'S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

$218,000.00

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for each Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in **Exhibit A**, and approval of invoices satisfactory to the District , in amounts not to exceed the percentages for each Phase as set forth in the following Table:

Architectural Phases		
1	Project Initiation Phase	2.0%
2	Development of Architectural Program	2.0%
3	Schematic Design Phase	10.0%
4	Design Development Phase	17.0%
5	Construction Documents Phase	40.0%
6	Bidding Phase	2.5%
7	Construction Phase	20.0%
8	Project Close Out Phase	6.5%
	Total Basic Fee	100.0%

5.1.1.1 Invoices. Invoices may be submitted at the end of each phase in the Table above or as a monthly progress billing per each phase, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit C**, provided that payment will be made as follows: (i) three percent (3%) will be paid after the submission by the Architect of the Verified Report (described on **Exhibit A**) to DSA; and (ii) three and one-half percent (3.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect's Consultants providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District's Board of Trustees.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 DISPUTED AMOUNTS. In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 COMPENSATION FOR REIMBURSABLE SERVICES

5.4.1 PRIOR APPROVAL. The District will not be obligated to pay for any service(s) performed or cost incurred by the Architect without prior written authorization by the District. The following will not reimbursed under this Agreement:

5.4.2 REIMBURSABLE EXPENSES. The EXCLUSIVE list of reimbursable expenses is set forth below. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant in furtherance of performance of its obligations under this Agreement, but only to the extent that such

expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed $2,000.00:

5.4.2.1 Travel and Mileage. Architect 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 Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit A**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or agreement by the District to consider an interim invoice, the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an **Approval Letter** from the District in the form of **Exhibit B**, attached hereto.

5.5.1.2 Progress payments shall not be made at any time during the Bidding Phase. If District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services, shall be made monthly after approval by the District's Board of Trustees. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted **FINAL INVOICE FOR THE ROSE AVE ELEMENTARY SCHOOL ECDC**. The Architect shall
provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay within forty-five (45) days of approval of final invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

5.5.5 Combined Invoices. Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6
DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

6.1.1 For Cause. The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. This termination shall be effective if with respect to any monetary Architect Default, the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District and with respect to any non-monetary default for which no time period for cure is otherwise specified below, the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceed the amounts withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.

6.1.2 For Convenience. The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 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 termination; provided that such payments shall not exceed the percentage

amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the 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 the Architect's sole and exclusive compensation and the District shall have no liability to the Architect 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.

6.1.3 Temporary Suspension of Services. If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If one hundred twenty (120) consecutive calendar days or more have elapsed before the Services are resumed, the Project's Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.

6.1.4 ARCHITECT DEFAULT. The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:

6.1.5 Inability to pay debts and Failure to Pay Architect Consultants. At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultants providing services in connection with this Agreement.

6.1.6 Assignment for the benefit of creditors. An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.

6.1.7 False or misleading. Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.

6.1.8 Failure to Provide Acceptable Design. The Architect's failure to provide a functional design that can be built within the Construction Budget in accordance with industry standards.

6.1.9 Defective Services; Errors or Omissions; Failure to Perform. The Architect or the Architect Consultant (a) provides defective services, including any deficiencies due to errors or omissions, or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).

6.1.10 Willful violation. The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Contract Documents, or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.

6.1.11 Failure to Cooperate with DSA. Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU Process will constitute an automatic default.

6.1.12 Unapproved Assignment. The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.

6.1.13 Disregard of District Authority or Direction. The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.

6.1.14 Violation of Applicable Law. The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.

6.1.15 Failure To Maintain Errors and Omissions Insurance. The Architect fails to maintain the insurance required pursuant to Section 11.2.2.3 herein.

6.3 DISTRICT REMEDIES

6.3.1 General Remedies. If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.

6.3.2 Withholding Payment. If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.

6.3.3 Stop Work. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.

6.3.4 Errors & Omissions; Additional Costs. In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultants, including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed

in accordance with industry standard for the particular Project, or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.

6.3.5 Self Help. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY RCHITECT.

The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect may terminate upon thirty (30) days' notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

SECTION 7
DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 District's Representative: The District's Representative represents the District in all matters pertaining to the Services. The District's Representative shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the work without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

7.1.3 Surveys and Tests. The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites.

7.1.3.1 Site Survey. The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the Site.

7.1.3.2 Geologic Hazards Investigation Survey. The District shall have caused to be performed any geological hazards or investigation survey required by State authorities having jurisdiction and make copies available to the Architect for distribution as necessary.

7.1.3.3 Special testing and Inspection. The District shall furnish special testing and inspection services as required by law.

7.1.3.4 Checking and Permit Fees. The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction.

7.1.3.5 Advertising. The District shall pay the cost of any advertisements for bids that may be required.

7.1.3.6 District Inspector. The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.

7.1.3.7 Hazardous Material Consultant. Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into bid documents prepared by the Architect. If the hazardous materials

consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's bid documents for the District's convenience and have not been prepared or reviewed by the Architect. The note shall also direct questions about the specifications to its preparer.

7.1.4 District Site Visits. At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below. Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and mayassist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit A** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction "punch list" items have been corrected, District staff may accompany the Architect and the Contractor on the final Site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District's failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents; nor require District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District's Board of Trustees adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8
PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of

design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The Estimated Project Construction Cost shall be prepared and updated by the Architect as required in **Exhibit A** during each Phase of the Services and shall be subject to District approval. The Estimated Project Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes aware that the Estimated Project Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9
PROJECT SCHEDULE

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform services on time shall constitute a material breach of this Agreement. It shall not be a material breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the project schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder, (ii) the performance of Services, or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. 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 its 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.

SECTION 10
DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations, estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form (hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant, as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as they relate to an Assigned Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to an Assigned Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultants for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's consultants, if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant, and their respective agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

10.2.3 This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

10.3 COPYRIGHT. The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.

10.4 TECHNOLOGY USED. The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.

10.5 DELIVERABLES UPON TERMINATION. Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form acceptable to the District, one hard-copy and two (2) electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultants, if any.

10.6 NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES. After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11
INDEMNIFICATION AND INSURANCE

11 **INDEMNIFICATION. INDEMNITY AND LITIGATION COSTS.** To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect agrees

that it will indemnify, defend and hold the District, the District's Representative, and their respective Board members, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all liability arising out of:

11.1.1.1 Any and all claims under worker's compensation acts and other employee benefit acts with respect to the Architect's employees or Architect Consultant's employees arising out of Architect's work under this Agreement; and

11.1.1.2 Any claim, loss, injury to or death of persons or damage to property to the extent that it is caused by any negligent or reckless act, error or omission or willful misconduct (other than a professional act or omission) of the Architect, its officers, employees, consultants, sub consultants or agents, including all damages due to loss or theft sustained by any person, firm or corporation including the Indemnitees, arising out of, or in any way connected with the Project, including injury or damage either on or off District property, but not for any loss, injury, death or damage caused by the negligence or willful misconduct of the Indemnitees or of other third parties for which the Architect is not legally liable.

11.1.2 To the fullest extent permitted by law, the Architect agrees to indemnify and hold the Indemnitees entirely harmless from all liability arising out of any claim, loss, injury to or death of persons or damage to property to the extent caused by the negligent professional act or omission in the performance of professional services or willful misconduct by the Architect, its officers, employees, consultants, sub consultants or agents, pursuant to this Agreement.

11.1.3 The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent caused by the Architect, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.

11.1.4 Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.

11.2 INSURANCE. Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.

11.2.1 Minimum Limits of Insurance. The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:

11.2.1.1 Commercial General Liability Insurance with a limit of not less than $2,000,000 each occurrence for bodily injury, personal injury and property damage/$4,000,000 annual aggregate.

11.2.1.2 Automobile Liability Insurance (Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 (any auto)). Minimum of $1,000,000 limit each accident.

11.2.1.3 Professional Liability (Errors and Omissions) Insurance with a limit not less than $2,000,000 per claim and $2,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than $1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage at least as broad) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance shall cover liability arising out of any automobiles (including owned, hired and non-owned automobiles). Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing liability coverage at least as broad. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self- insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than three (3) years after Final Completion of the Project to which it applies. The "retro date" must be shown and must be before the date of this Agreement.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1 The Commercial General Liability policy shall name District, its Board of Trustees and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds ("Additional Insureds"). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect's insurance and shall not contribute with it.

11.2.4.2 On each policy of insurance, the insurer shall agree to waive all rights of subrogation against District, its Board of Trustees and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3 Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days' notice is acceptable. Qualified statements such as carrier "will endeavor" or that "failure to mail such notice shall impose no obligation and liability upon the company" shall not be acceptable.

11.2.4.4 The 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.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1 Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best's Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant shall be required to procure insurance from another insurer.

11.2.5.2 Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3 The Architect or Architect Consultant, as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4 Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect's expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of $100,000 must be declared

to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12
DISPUTE RESOLUTION

12 **RESOLUTION OF CLAIMS.** Claims shall be resolved by the parties in accordance with the provisions of this Section 12. All Claims shall be subject to the **"Claims Resolution Process"** set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims. For purpose of this Section 12, a **"Claim"** shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the Construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

12.1 RESOLUTION OF OTHER DISPUTES. Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Ventura, and shall not be subject to the Claims Resolution Process.

12.2 SUBMISSION OF A CLAIM

12.2.1 By the Architect. The Architect's right to commence the Claims Resolution Process shall arise upon the District's written response denying all or part of a Claim. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect's Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect's statement of dispute shall be signed by a Principal of the Architect and shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the "Statement of Dispute"). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect's obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect's time for performance. Adequate supporting data for a Statement of Dispute involving the Architect's compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.

12.2.2 By the District. The District's right to commence the Claims Resolution Process shall arise at any time following the District's actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the events or

circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events. Notwithstanding the foregoing, the District shall not be able to commence or assert a claim beyond the applicable statute of limitations.

12.3 CLAIMS RESOLUTION PROCESS. The parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each party to proceed to the next step in the Claims Resolution Process.

12.3.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Trustees' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the parties may either continue the negotiations or either party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Scope of Services hereunder or, (ii) the termination of the services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Scope of Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Scope of Services and the District shall continue to make payments for those services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.3.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.3.1, the parties agree to submit the Claim to non-binding mediation before a mutually acceptable third party mediator prior to commencement of any lawsuit or court action.

12.3.3.1 Qualifications of Mediator. The parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.3.3.2 Submission to Mediation and Selection of Mediator. The party initiating mediation of a Claim shall provide written notice to the other party of its decision to mediate. In the event the parties are unable to agree upon a mediator within ninety (90) calendar days after such written notice is given, then the parties shall submit the matter to the Superior Court of the County of Ventura to select a mediator in accordance with the qualifications herein and the applicable law.

12.3.3.3 Mediation Process. The location of the mediation shall be at the offices of the District, or otherwise mutually agreed. The costs of mediation shall be shared equally among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.3.4 Litigation. If the Claim remains unresolved after direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Ventura. The Architect hereby submits to the jurisdiction of said court.

12.4 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13 NOTICES

13 **NOTICES.** All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received 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; and (iii) on the date it is accepted or rejected if sent by certified mail. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

Oxnard School District
Attn: Dr. Ana DeGenna Interim Superintendent
1051 South A Street
Oxnard, CA 93030

TO ARCHITECT:

Flewelling and Moody
Attn: Scott Gaudineer, President/CEO
815 Colorado Boulevard, Suite 200
Los Angeles, CA 90041

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

14.1 REPRESENTATIONS OF THE ARCHITECT. By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.

14.1.1 The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.

14.1.2 The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project or projects until the Architect's duties in connection therewith have been fully satisfied.

14.1.3 The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.

14.1.4 The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructable in accordance with the standards of the profession.

14.1.5 The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any consultants retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or sub-consultants now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.

14.1.6 The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.

14.2 COMPLIANCE WITH LAWS. The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, all non-discriminations laws (including federal and state laws), and any and all other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultants to fully comply with all such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

14.2.1 Cost Disclosure - Documents and Written Reports. The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars ($5,000).

14.2.2 Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, the 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 the 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 the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

14.2.3 Fingerprinting & Other Operational Requirements of the District. Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit C** and incorporated herein by reference prior to any of the Architect's or

Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultants comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

14.2.4 Name and Trademarks. The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.

14.2.5 Conflict of Interest. No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his personal interests or the interests of any corporation, partnership or association in which he is directly or indirectly interested.

14.2.6 Safety. The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, consultant and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.

14.2.7 Labor Certification. By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

14.3 SUPPLEMENTAL CONDITIONS. Any supplemental conditions agreed to by the parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15
MISCELLANEOUS PROVISIONS

15.1 SUCCESSORS AND ASSIGNS. In as much as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment, transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.

15.2 SEVERABILITY. If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

15.3 ENTIRE AGREEMENT. This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect shall be entitled to no other benefits other than those specified herein. No changes, amendments or alterations shall be effective unless in writing and signed by both Parties. The Architect specifically acknowledges that in

entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.

15.4 GOVERNING LAW AND VENUE. This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Ventura County.

15.5 NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the 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 the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the standard of care of the Architect for its services, which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.

15.6 INDEPENDENT CONTRACTOR. The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect 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, workers' compensation benefits, sick or injury leave or other benefits.

15.7 NO ASBESTOS CERTIFICATION. No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.

15.8 NON-DISCRIMINATION. No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans With Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

15.9 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

15.10 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

15.11 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

15.12 HEADINGS. The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the contract documents or in any way to affect the terms and provisions set forth herein.

15.13 EXECUTION IN COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

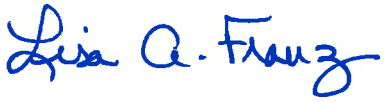
Architect

By: Scott Gaudineer

Title: President/CEO

Date: October 19, 2023

District



By: Lisa A. Franz

Title: Director, Purchasing

Date: 10-30-2023

Rose Ave ECDC
Oxnard School District

EXHIBIT "A"

PROJECT

Pursuant to the adopted Enhanced Master Construct Plan, a separate new Early Childhood Development Center (ECDC) is to be constructed at the existing Rose Avenue elementary school 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. The existing kindergarten facilities will be modernized and incorporated with three new Title 5/Title 22 classrooms to establish the new ECDC facility. The new Title 5 compliant classrooms will be capable for use as TK, K, or preschool facilities. The existing play area will be relocated and improved as required to serve the needs of these students. Students attending the ECDC would matriculate up to grade levels at their school of residence, where possible.

Arcadis/IBI Group is currently working on the Rose Ave Reconstruction project and has submitted a proposal for architectural services for the project. Coordination between the current new Rose construction project and this new ECDC project is underway. The proposed ECDC design and proposed team members are subject to final Board review and approval.

Project Budget and Schedule

The total "all in" budget for the project is estimated at $4,929,979 for both hard costs (construction) and soft costs (planning, design, agency fees, etc.). Full funding for the project is to be provided from the proceeds of the Enhanced Master Construct program. Like the ECDC constructed at Harrington, there is no upfront funding from State aid for this project. The following anticipated project timeline is subject to adjustment based on the timing and processing of administrative approvals, prevailing marketing conditions, or environmental, weather, and site conditions.

Board meeting for Architect and professional services contract approval: October 2023

Board meeting for Modular contract approval: November 2023

Board meeting for General Contractor approval: December 2024

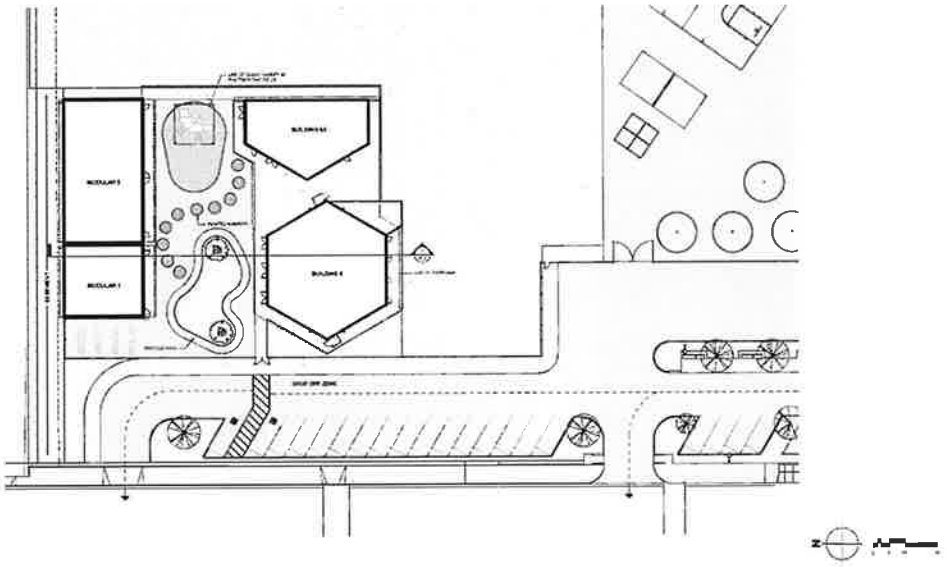
Division of the State Architect (DSA) anticipated submittal: March 2024

Anticipated DSA Approval: May 2024

Proposed Site Location

Figure 1 provides the proposed location for the new Rose ECDC facilities. The ECDC is proposed to be located at the northwest corner of the site where the three existing kindergarten classrooms (Rooms 501, 502, and 503) are located. These facilities will be modernized and incorporated into the new ECDC facility with three additional Title 5/22 modular classrooms. The new classrooms will be inclusive of specification for K facilities which allows for their intended use and adaptability in the future, if needed, for preschool, TK, or K facilities. Upon completion, this will bring the total number of State Title 5 compliant classrooms for PS/TK/K at the Rose Avenue site to twelve.

Figure 1: Proposed Locations for ECDC Facilities at Rose Avenue Elementary School



Source: Arcadis/IBI Group

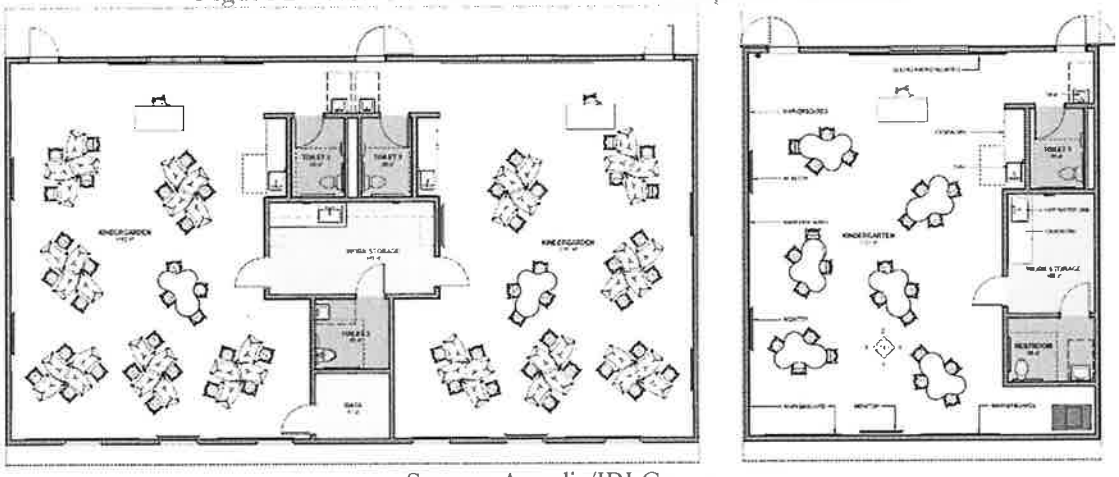
Project Specifications

Six classrooms are proposed to be constructed through a combination of modernizing existing facilities and constructing new modular facilities. Three current kindergarten classrooms (Rooms 501, 502, and 503) located in Buildings 5 and Building 5A will be renovated. Three new modular classrooms will be constructed. Playground upgrades will be provided along with some site work associated with relocating existing utilities and realigning access to the existing car park. The use of the existing parking and drop off are proposed to be integrated with the overall site.

To allow for the flexible use of the facilities for TK, K, or preschool, all the classrooms will be constructed to meet State licensing requirements as outlined in Title 22 of the California Code of Regulations for preschools and District Board approved 21st Century classroom requirements for TK and K classrooms. These requirements include a minimum of 75 square feet per child of outdoor activity area based on the total licensed capacity and located in an area that is easily and safely accessible by the children, including a shaded rest area with equipment and activities arranged so as not to interfere with each other. A four-foot fence is required to enclose the outdoor activity area. In addition, a minimum of 35 square feet per child of indoor activity space must be available based on the total licensed capacity. An individual storage space for each child must be provided plus one toilet and one hand washing sink for every 15 children with a separate toilet and sink for use by teachers, staff, ill children, or emergency use. A drinking fountain must also be installed for use by children for both the indoor and outdoor activity areas.

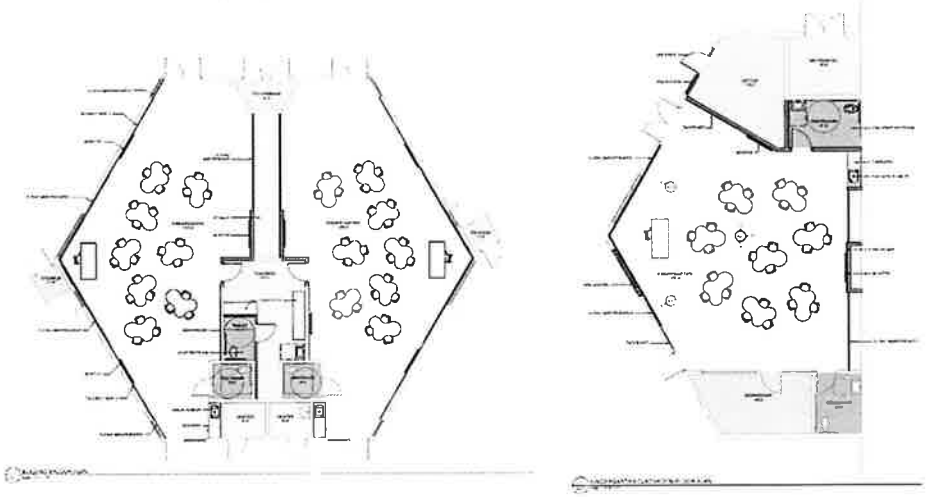
Figures 2-3 depict a sample preschool, TK and K classroom floor plans of new and modernized facilities designed to meet District specifications, Title 5 and Title 22 requirements for K, TK, and preschool classrooms.

Figure 2 – New Modular Classroom Conceptual Floor Plans



Source: Arcadis/IBI Group

Figure 3 – Building 5 (Left) and Building 5A (Right) Conceptual Floor Plans



Source: Arcadis/IBI Group

In addition, all classrooms will be designed to meet Title 5 requirements of not less than 1,350 square feet, including restrooms accessible from the classroom, storage and teacher preparation spaces, wet and dry areas, and designed supervision of the classroom and play yards. The play yard is designed to provide a variety of activities for the development of large motor skills. Classrooms must provide learning environments that support the requirements for learning and mastering the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by young children. These specifications for facilities have been approved by the Office of Public School Construction (OPSC) and State Allocation Board (SAB) for State grants, the California Department of Education (CDE) for compliance with state requirements, and the Division of the State Architect (DSA) for building code compliance. In addition, proposed facilities now require photovoltaic and back-up battery systems to support the State's new solar power requirements for all new school facilities to be constructed after July 1, 2023.

Recommendation

It is recommended that the Board adopt an architectural services contract with Flewelling & Moody, Inc. at its October 2023 Board meeting and direct CFW to proceed with the proposed project's implementation pursuant to the Enhanced Master Construct Plan.

815 Colorado Blvd
Suite 200
Los Angeles. CA 90041
323 . 543 . 8300
flewelling-moody.com

FLEWELLING & MOODY
architecture • planning • interiors

Proposal for:

New Transitional Kindergarten Facilities at: Rose Avenue Elementary School
Oxnard School District

Flewelling & Moody, Inc. Project # 3067

Submitted to:
Caldwell Flores Winters, Inc.

September 5,2023

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I. Project Description

A. Summary

The District needs accommodate a growing enrollment due to the transitional kindergarten program.

Six classrooms are proposed to be constructed through a combination of modernizing existing facilities and constructing new modular facilities. Three current kindergarten classrooms (Rooms 501, 502, and 503) located in Buildings 5 and Building 5A will be renovated per the conceptual plans provided by CFW, Inc. Three new modular classrooms will be constructed. Playground upgrades will be provided along with some site work associated with relocating existing utilities and realigning access to the existing car park. The use of the existing parking and drop off are proposed to be integrated with the overall site.

The proposed modular manufacturer is to be determined

The proposed location on campus shall require site work, including grading and earthwork in areas of the new kindergarten classrooms to create building pads, new concrete accessible walkways to the buildings, modifications to existing water, sanitary, electrical, fire alarm, low voltage systems, landscaping and irrigation. It is assumed that the locations of the proposed buildings are relatively flat and there are no significant site drainage requirements. It is also assumed that the buildings will be required to have fire sprinkler systems and that there is adequate pressure to serve the new buildings. Further, it is assumed that the campus fire alarm, power and low voltage systems do not require upgrades or replacement. This proposal is based on DSA/PC approved modular buildings similar to those manufactured by Enviroplex.

B. Classroom Features

1. Each classroom shall have IT capability per current District standards.
2. Typical new classrooms are 36' by 40', with two door entries along with two windows for each classroom. Modernized classrooms will have similar entries and have existing windows in place.
3. Each classroom shall have its own HVAC unit with individual controls and shall be wall mounted.
4. Interior finishes include tack able wall surfaces, carpeting, and suspended acoustical tile ceilings with 2x4 LED dimmable light fixtures.
5. Casework in the shared workrooms shall meet District standards as outline in its Vision and Specifications document.

6. All buildings shall be at grade and shall meet Americans with Disabilities Act (ADA) accessibility requirements.
7. Foundations for the new buildings shall be concrete stem walls, as designed by the modular manufacturer, with appropriate ventilation and maintenance access to the area below the buildings, AKA the crawl space. A concrete slurry or slab cover shall be placed in as part of the crawl space.

II. Scope of Services

A. Basic Services:

1. Architecture, Civil Engineering, Landscape Architecture and Electrical Engineering (fire alarm and low voltage systems only) Plumbing Engineering services for Schematic Design, Design Development, Construction Documents, Bidding/Negotiation and Construction Administration phases.

2. The Architect shall prepare, for review and approval by the District, drawings and specifications, sufficient for communicating design intent to the District, and as required to review by agencies having jurisdiction (DSA, CDE and the Oxnard City fire department) and as necessary to perform construction.

3. The conceptual site plan identifies the general location of the new buildings to be in the southeast corner of the campus. Walkways, play areas and play structures will be required to be altered, expanded and/or relocated. Re-design of those areas shall be part of Basic Services as part of the grading and landscaping. On site storm drain retention is anticipated as part of the new work since the overall area is larger than 1 acre.

4. A video fly thru shall be created for presentation.

5. Architect shall review proposed modular building drawings with District staff and modular manufacturer to establish acceptable conformance to District requirements. Services shall include up to four (4) meetings between the Schematic Design phase and submission to DSA, one (1) meeting with CDE and one (1) meeting with the City of Oxnard Fire Department for site access and hydrant approval as part of the DSA submission.

6. Coordination of utility connections to the buildings. The District shall provide required services and information to determine locations of existing underground utilities and documentation of existing fire alarm and low voltage systems.

7. Assistance with DSA submittal and approvals. Services include 1 pre-intake meeting (if required) with DSA staff and in person meeting(s) to achieve DSA approval. The District is aware of the new criteria in effect for providing notice to DSA as to anticipated submission for review.

8. Assistance to District during the bidding process for the site work. Services include two (2) coordination meetings. It is assumed site work beyond the scope of the modular manufacture shall be via the lease/leaseback contractor project delivery method, per initial discussions with CFW staff.

9. Construction administration and DSA closeout. Services shall include up to twelve (12) site visits to verify general conformance of the work with the approved Contract Documents, and to advise the District and contractor of any observable deviations accordingly.

B. Additional Services:

The following are not included in Basic Services and shall be invoiced separately, based on hourly rates per Exhibit "A" in this proposal:

1. Constructability and potential cost saving options (value engineering) after DSA approval.

2. Changes to the DSA approved documents or additional scope of work requested by the District (Owner-Requested Changes).

9. Building engineering and systems including structural, mechanical, electrical (lighting and power), plumbing, and fire protection (fire sprinkler) within the buildings and associated site work for fire protection systems.

10. Civil Engineering of any off-site drainage systems and additions/modifications for parking or drop-off areas.

5. Client, contractor and DSA meetings and site visits exceeding those described in Basic Services.

11. All additional services shall be approved by the Client in writing prior to the start of the work.

12. Payment of all fees at the request of the District. Fees shall be reimbursed at cost plus ten percent (10%).

III. District Responsibilities

1. District is responsible for all fees associated with required approvals.

2. District shall pay for required in-plant and site inspection and testing as required by DSA. Inspectors shall be approved by the Architect to determine capabilities and acceptance for the project.
3. District shall provide required geotechnical and hydrology reports and topographic surveys.
4. The District shall provide all "as-built" documents for the campus.
5. The District, via its program management firm, CFW, shall provide timely review of required decisions to keep the project on schedule.

III. Project Construction Budget

The estimated overall project cost per the CFW's estimate is: $4,929,979

IV. Project Team

Principal Architect	Scott Gaudineer, AIA, C-14211, Architect of Record
Project Architect	Jun Tanaka, AIA
Civil Engineer	Encompass Consultant Group
Landscape Architect	Oasis Associates
Electrical Engineer:	Parvis Ebrahimi, Inc.

V. Project Delivery

The project delivery methodology shall be via an approved District contract for the buildings and a single lease/leaseback contractor for the renovation of the existing classrooms, site work and utilities.

VI. Project Timeline

Work shall be accomplished to meet an anticipated to DSA/CDE submittal of March 2024 assuming the modular manufacturer has submitted complete construction documents complying with a DSA PC approval available for coordination by December 1, 2023.

VII. Fee Structure

1. Architectural fees shall be: $218,000

Architectural fee shall be adjusted at time of bid and adjusted at completion of project to include all additive change order amounts that are not caused by architect error and omission.

END OF PROPOSAL

EXHIBIT 'A'
Flewelling & INC. SCHEDULE OF BILLING RATES - 2023

Managing Principal	$300.00
Principal	$285.00
Managing Architect	$225.00
Senior Design Architect	$200.00
Architect II	$190.00
Architect I	$175.00
CASp Services	$225.00
Senior Project Manager	$225.00
Project Manager II	$190.00
Project Manager I	$175.00
Senior CA Field Representative	$190.00
CA Field Representative II	$175.00
CA Field Representative I	$155.00
Job Captain	$175.00
Senior Designer	$155.00
Designer II	$135.00
Designer I	$115.00
CADD III	$135.00
CADD II	$115.00
CADD I	$95.00
Senior Tech Assistant	$115.00
Tech Assistant II	$105.00
Tech Assistant I	$95.00
Secretary III	$90.00
Secretary II	$80.00
Secretary I	$70.00

Note: The Architect shall reserve the right for the scheduled fees to be adjusted at the beginning of each calendar year by an additional 4% for each year the Agreement is in effect or at the time of renewal or an extension of contract.

SERVICES AND EXPENSES:

THE FOLLOWING SERVICES AND EXPENSES WILL BE BILLED ON A TIME AND EXPENSE BASIS. ALL ASSOCIATED SERVICE LABOR WILL BE BILLED AT BILLING RATES STATED ABOVE AND ALL MATERIALS AND EXPENSES WILL BE BILLED AT COST PLUS 15%:

Governmental fees
Reproductions
Plotting (required deliverables)
Scanning
Travel (in excess of 100 miles)
Photocopying
Subsistence Sub-
Consultants

All payments are due upon receipt of invoice. Any payments not received within thirty (30) days of invoice shall incur interest at a rate of seven percent (7%) per annum for all unpaid balances.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/26/2023

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

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

PRODUCER
AssuredPartners Design Professionals Ins Svcs, LLC
3697 Mt. Diablo Blvd Suite 230
Lafayette CA 94549
License#: 6003745

CONTACT NAME: Helen Jang
PHONE (A/C, No, Ext): 626-696-1892 **FAX (A/C, No):**
E-MAIL ADDRESS: CertsDesignPro@AssuredPartners.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Travelers Property Casualty Company of America	25674
INSURER B : The Travelers Indemnity Company of Connecticut	25682
INSURER C : Travelers Casualty and Surety Co of America	31194
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Flewelling & Moody
815 Colorado Boulevard, Suite 200
Los Angeles CA 90041
FLEW&MO-01

COVERAGES **CERTIFICATE NUMBER:** 9167698 **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	X COMMERCIAL GENERAL LIABILITY	Y	Y	6803X193216	10/1/2023	10/1/2024	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
	X Contractual Liab						MED EXP (Any one person)	$ 10,000
	Included						PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	POLICY X PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
B	AUTOMOBILE LIABILITY	Y	Y	BA3X193357	10/1/2023	10/1/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N		Y	UB6J392477	10/1/2023	10/1/2024	X PER STATUTE OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N / A (Mandatory in NH)						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Professional Liability			107917814	10/1/2023	10/1/2024	Per Claim Aggregate Limit	$2,000,000 $2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Re: All Operations of the Named Insured
Oxnard School District its Officers, Agents, Directors, Employees, and/or Volunteers are named as an additional insured as respects general liability as required per written contract.

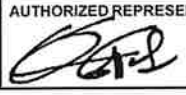
CERTIFICATE HOLDER

Oxnard School District
1051 South A Street
Oxnard CA 93030

CANCELLATION 30 Day Notice of Cancellation

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

AUTHORIZED REPRESENTATIVE



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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Names of Additional Insured Person(s) or Organization(s):

Any person or organization that you agree in a written contract to include as an additional insured on this Coverage Part, provided that such written contract was signed by you before,and is in effect when, the "bodily injury" or "property damage" occurs or the "personal injury" or "advertising injury" offense is committed.

Location of Covered Operations:

Any project to which a written contract with the Additional Insured Person(s) or Organization(s) in the Schedule applies.

(Information required to complete this Schedule, if not shown above, will be shown in the Declarations.)

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

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured(s) at the location(s) designated above.

B. With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "bodily injury" or "property damage" occurring, or "personal injury" or "advertising injury" arising out of an offense committed, after:

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

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ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – COMPLETED OPERATIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Any person or organization that you agree in a written contract to include as an additional insured on this Coverage Part for "bodily injury" or "property damage" included in the products-completed operations hazard, provided that such contract was signed by you before, and is in effect when, the "bodily injury or "property damage" occurs.

Location And Description Of Completed Operations
Any project to which a written contract with the Additional Insured Person(s) or Organization(s) in the Schedule applies.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by "your work" at the location designated and described in the schedule of this endorsement performed for that additional insured and included in the "products-completed operations hazard".

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c. Method Of Sharing

If all of the other insurance permits contribution by equal shares, we will follow this method also. Under this approach each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any of the other insurance does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.

d. Primary And Non-Contributory Insurance If Required By Written Contract

If you specifically agree in a written contract or agreement that the insurance afforded to an insured under this Coverage Part must apply on a primary basis, or a primary and non-contributory basis, this insurance is primary to other insurance that is available to such insured which covers such insured as a named insured, and we will not share with that other insurance, provided that:

(1) The "bodily injury" or "property damage" for which coverage is sought occurs; and

(2) The "personal and advertising injury" for which coverage is sought is caused by an offense that is committed;

subsequent to the signing of that contract or agreement by you.

5. Premium Audit

a. We will compute all premiums for this Coverage Part in accordance with our rules and rates.

b. Premium shown in this Coverage Part as advance premium is a deposit premium only. At the close of each audit period we will compute the earned premium for that period and send notice to the first Named Insured. The due date for audit and retrospective premiums is the date shown as the due date on the bill. If the sum of the advance and audit premiums paid for the policy period is greater than the earned premium, we will return the excess to the first Named Insured.

c. The first Named Insured must keep records of the information we need for premium computation, and send us copies at such times as we may request.

6. Representations

By accepting this policy, you agree:

a. The statements in the Declarations are accurate and complete;

b. Those statements are based upon representations you made to us; and

c. We have issued this policy in reliance upon your representations.

The unintentional omission of, or unintentional error in, any information provided by you which we relied upon in issuing this policy will not prejudice your rights under this insurance. However, this provision does not affect our right to collect additional premium or to exercise our rights of cancellation or nonrenewal in accordance with applicable insurance laws or regulations.

7. Separation Of Insureds

Except with respect to the Limits of Insurance, and any rights or duties specifically assigned in this Coverage Part to the first Named Insured, this insurance applies:

a. As if each Named Insured were the only Named Insured; and

b. Separately to each insured against whom claim is made or "suit" is brought.

8. Transfer Of Rights Of Recovery Against Others To Us

If the insured has rights to recover all or part of any payment we have made under this Coverage Part, those rights are transferred to us. The insured must do nothing after loss to impair them. At our request, the insured will bring "suit" or transfer those rights to us and help us enforce them.

9. When We Do Not Renew

If we decide not to renew this Coverage Part, we will mail or deliver to the first Named Insured shown in the Declarations written notice of the nonrenewal not less than 30 days before the expiration date.

If notice is mailed, proof of mailing will be sufficient proof of notice.

SECTION V – DEFINITIONS

1. "Advertisement" means a notice that is broadcast or published to the general public or specific market segments about your goods, products or services for the purpose of attracting customers or supporters. For the purposes of this definition:

a. Notices that are published include material placed on the Internet or on similar electronic means of communication; and

b. Regarding websites, only that part of a website that is about your goods, products or services for the purposes of attracting customers or supporters is considered an advertisement.

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occupational therapist or occupational therapy assistant, physical therapist or speech-language pathologist; or

(b) First aid or "Good Samaritan services" by any of your "employees" or "volunteer workers", other than an employed or volunteer doctor. Any such "employees" or "volunteer workers" providing or failing to provide first aid or "Good Samaritan services" during their work hours for you will be deemed to be acting within the scope of their employment by you or performing duties related to the conduct of your business.

3. The following replaces the last sentence of Paragraph **5.** of **SECTION III – LIMITS OF INSURANCE**:

For the purposes of determining the applicable Each Occurrence Limit, all related acts or omissions committed in providing or failing to provide "incidental medical services", first aid or "Good Samaritan services" to any one person will be deemed to be one "occurrence".

4. The following exclusion is added to Paragraph **2.**, **Exclusions**, of **SECTION I – COVERAGES – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY**:

Sale Of Pharmaceuticals

"Bodily injury" or "property damage" arising out of the violation of a penal statute or ordinance relating to the sale of pharmaceuticals committed by, or with the knowledge or consent of the insured.

5. The following is added to the **DEFINITIONS** Section:

"Incidental medical services" means:

a. Medical, surgical, dental, laboratory, x-ray or nursing service or treatment, advice or instruction, or the related furnishing of food or beverages; or

b. The furnishing or dispensing of drugs or medical, dental, or surgical supplies or appliances.

6. The following is added to Paragraph **4.b.**, **Excess Insurance**, of **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**:

This insurance is excess over any valid and collectible other insurance, whether primary, excess, contingent or on any other basis, that is available to any of your "employees" for "bodily injury" that arises out of providing or failing to provide "incidental medical services" to any person to the extent not subject to Paragraph **2.a.(1)** of Section **II** – Who Is An Insured.

K. MEDICAL PAYMENTS – INCREASED LIMIT

The following replaces Paragraph **7.** of **SECTION III – LIMITS OF INSURANCE**:

7. Subject to Paragraph **5.** above, the Medical Expense Limit is the most we will pay under Coverage **C** for all medical expenses because of "bodily injury" sustained by any one person, and will be the higher of:

a. $10,000; or

b. The amount shown in the Declarations of this Coverage Part for Medical Expense Limit.

L. AMENDMENT OF EXCESS INSURANCE CONDITION – PROFESSIONAL LIABILITY

The following is added to Paragraph **4.b.**, **Excess Insurance**, of **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**:

This insurance is excess over any of the other insurance, whether primary, excess, contingent or on any other basis, that is Professional Liability or similar coverage, to the extent the loss is not subject to the professional services exclusion of Coverage **A** or Coverage **B**.

M. BLANKET WAIVER OF SUBROGATION – WHEN REQUIRED BY WRITTEN CONTRACT OR AGREEMENT

The following is added to Paragraph **8.**, **Transfer Of Rights Of Recovery Against Others To Us**, of **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**:

If the insured has agreed in a written contract or agreement to waive that insured's right of recovery against any person or organization, we waive our right of recovery against such person or organization, but only for payments we make because of:

a. "Bodily injury" or "property damage" that occurs; or

b. "Personal and advertising injury" caused by an offense that is committed;

subsequent to the signing of that contract or agreement.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

AUTO COVERAGE PLUS ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

GENERAL DESCRIPTION OF COVERAGE – This endorsement broadens coverage. However, coverage for any injury, damage or medical expenses described in any of the provisions of this endorsement may be excluded or limited by another endorsement to the Coverage Part, and these coverage broadening provisions do not apply to the extent that coverage is excluded or limited by such an endorsement. The following listing is a general coverage description only. Limitations and exclusions may apply to these coverages. Read all the provisions of this endorsement and the rest of your policy carefully to determine rights, duties, and what is and is not covered.

A. **BLANKET ADDITIONAL INSURED**
B. **EMPLOYEE HIRED AUTO**
C. **EMPLOYEES AS INSURED**
D. **SUPPLEMENTARY PAYMENTS – INCREASED LIMITS**
E. **TRAILERS – INCREASED LOAD CAPACITY**
F. **HIRED AUTO PHYSICAL DAMAGE**
G. **PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT**
H. **AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT – INCREASED LIMIT**
I. **WAIVER OF DEDUCTIBLE – GLASS**
J. **PERSONAL PROPERTY**
K. **AIRBAGS**
L. **AUTO LOAN LEASE GAP**
M. **BLANKET WAIVER OF SUBROGATION**

A. BLANKET ADDITIONAL INSURED

The following is added to Paragraph **A.1.**, **Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

Any person or organization who is required under a written contract or agreement between you and that person or organization, that is signed and executed by you before the "bodily injury" or "property damage" occurs and that is in effect during the policy period, to be named as an additional insured is an "insured" for Covered Autos Liability Coverage, but only for damages to which this insurance applies and only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured provision contained in Section II.

B. EMPLOYEE HIRED AUTO

1. The following is added to Paragraph **A.1.**, **Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

   An "employee" of yours is an "insured" while operating a covered "auto" hired or rented under a contract or agreement in an "employee's" name, with your permission, while performing duties related to the conduct of your business.

2. The following replaces Paragraph **b.** in **B.5.**, **Other Insurance**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

   b. For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos" you own:

   (1) Any covered "auto" you lease, hire, rent or borrow; and

   (2) Any covered "auto" hired or rented by your "employee" under a contract in an "employee's" name, with your permission, while performing duties related to the conduct of your business.

   However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

C. EMPLOYEES AS INSURED

The following is added to Paragraph **A.1.**, **Who Is An Insured**, of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

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Any "employee" of yours is an "insured" while using a covered "auto" you don't own, hire or borrow in your business or your personal affairs.

D. SUPPLEMENTARY PAYMENTS – INCREASED LIMITS

1. The following replaces Paragraph **A.2.a.(2)** of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

   (2) Up to $3,000 for cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" we cover. We do not have to furnish these bonds.

2. The following replaces Paragraph **A.2.a.(4)** of **SECTION II – COVERED AUTOS LIABILITY COVERAGE**:

   (4) All reasonable expenses incurred by the "insured" at our request, including actual loss of earnings up to $500 a day because of time off from work.

E. TRAILERS – INCREASED LOAD CAPACITY

The following replaces Paragraph **C.1.** of **SECTION I – COVERED AUTOS**:

1. "Trailers" with a load capacity of 3,000 pounds or less designed primarily for travel on public roads.

F. HIRED AUTO PHYSICAL DAMAGE

The following is added to Paragraph **A.4.**, **Coverage Extensions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Hired Auto Physical Damage Coverage

If hired "autos" are covered "autos" for Covered Autos Liability Coverage but not covered "autos" for Physical Damage Coverage, and this policy also provides Physical Damage Coverage for an owned "auto", then the Physical Damage Coverage is extended to "autos" that you hire, rent or borrow subject to the following:

(1) The most we will pay for "loss" to any one "auto" that you hire, rent or borrow is the lesser of:

   (a) $50,000;

   (b) The actual cash value of the damaged or stolen property as of the time of the "loss"; or

   (c) The cost of repairing or replacing the damaged or stolen property with other property of like kind and quality.

(2) An adjustment for depreciation and physical condition will be made in determining actual cash value in the event of a total "loss".

(3) If a repair or replacement results in better than like kind or quality, we will not pay for the amount of betterment.

(4) A deductible equal to the highest Physical Damage deductible applicable to any owned covered "auto".

(5) This Coverage Extension does not apply to:

   (a) Any "auto" that is hired, rented or borrowed with a driver; or

   (b) Any "auto" that is hired, rented or borrowed from your "employee".

G. PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT

The following replaces the first sentence in Paragraph **A.4.a.**, **Transportation Expenses**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

We will pay up to $50 per day to a maximum of $1,500 for temporary transportation expense incurred by you because of the total theft of a covered "auto" of the private passenger type.

H. AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT – INCREASED LIMIT

Paragraph **C.1.b.** of **SECTION III – PHYSICAL DAMAGE COVERAGE** is deleted.

I. WAIVER OF DEDUCTIBLE – GLASS

The following is added to Paragraph **D.**, **Deductible**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

No deductible for a covered "auto" will apply to glass damage if the glass is repaired rather than replaced.

J. PERSONAL PROPERTY

The following is added to Paragraph **A.4.**, **Coverage Extensions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Personal Property Coverage

We will pay up to $400 for "loss" to wearing apparel and other personal property which is:

(1) Owned by an "insured"; and

(2) In or on your covered "auto".

This coverage only applies in the event of a total theft of your covered "auto".

No deductibles apply to Personal Property coverage.

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K. AIRBAGS

The following is added to Paragraph **B.3.**, **Exclusions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Exclusion **3.a.** does not apply to "loss" to one or more airbags in a covered "auto" you own that inflate due to a cause other than a cause of "loss" set forth in Paragraphs **A.1.b.** and **A.1.c.**, but only:

a. If that "auto" is a covered "auto" for Comprehensive Coverage under this policy;

b. The airbags are not covered under any warranty; and

c. The airbags were not intentionally inflated.

We will pay up to a maximum of $1,000 for any one "loss".

L. AUTO LOAN LEASE GAP

The following is added to Paragraph **A.4.**, **Coverage Extensions**, of **SECTION III – PHYSICAL DAMAGE COVERAGE**:

Auto Loan Lease Gap Coverage for Private Passenger Type Vehicles

In the event of a total "loss" to a covered "auto" of the private passenger type shown in the Schedule or Declarations for which Physical Damage Coverage is provided, we will pay any unpaid amount due on the lease or loan for such covered "auto" less the following:

(1) The amount paid under the Physical Damage Coverage Section of the policy for that "auto"; and

(2) Any:

(a) Overdue lease or loan payments at the time of the "loss";

(b) Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage;

(c) Security deposits not returned by the lessor;

(d) Costs for extended warranties, Credit Life Insurance, Health, Accident or Disability Insurance purchased with the loan or lease; and

(e) Carry-over balances from previous loans or leases.

M. BLANKET WAIVER OF SUBROGATION

The following replaces Paragraph **A.5.**, **Transfer Of Rights Of Recovery Against Others To Us**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

5. Transfer Of Rights Of Recovery Against Others To Us

We waive any right of recovery we may have against any person or organization to the extent required of you by a written contract executed prior to any "accident" or "loss", provided that the "accident" or "loss" arises out of the operations contemplated by such contract. The waiver applies only to the person or organization designated in such contract.

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TRAVELERS

WORKERS COMPENSATION AND EMPLOYERS LIABILITY POLICY

ENDORSEMENT WC 99 03 76 (A) –

POLICY NUMBER: UB6J392477

WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT – CALIFORNIA (BLANKET WAIVER)

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule.

The additional premium for this endorsement shall be % of the California workers' compensation premium.

Schedule

Person or Organization	**Job Description**
Any Person or organization for which the insured has agreed by written contract executed prior to loss to furnish this waiver.	

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Countersigned by _____

Insurance Company
Travelers Property Casualty Company of America

DATE OF ISSUE: 10/26/2023

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Consent Agenda

Amendment #001 to Agreement #23-194 with Universal Engineering Sciences to Provide Additional Geotechnical Engineering Services for the Fremont Middle School Reconstruction Project (Mitchell/Miller/CFW)

The Fremont Middle School Reconstruction Project consists of a complete reconstruction of the Fremont campus with an entirely new set of facilities, built according to current State code, Oxnard School District (District) specifications, and 21st century educational program requirements. The proposed phased build-out of the school will 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.

In November 2023, the Board approved the Agreement for geotechnical technical services with Universal Engineering Sciences for the Fremont Middle School Reconstruction Project.

The purpose of this action item is to approve Amendment #001 to Agreement #23-197 with Universal Engineering Services to provide additional geotechnical engineering services for the Fremont Middle School Reconstruction Project.

FISCAL IMPACT:
$8,250.00 – General Fund

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and Director of Facilities, in consultation with CFW, that the Board approve Amendment #1 for Universal Engineering Sciences (UES) to provide additional geotechnical engineering services for the Fremont Middle School Reconstruction Project.

ADDITIONAL MATERIALS:

Attached: Amendment #001 (13 Pages)
Agreement #23-194, Universal Engineering Services - Fremont Middle School Reconstruction Project (44 Pages)

Amendment No. 001 to Geotechnical Engineer Services Agreement #23-194

The Inspection and Testing Services as Lab of Record Agreement ("Agreement") #23-194 entered into on November 15, 2023, by and between the Oxnard School District ("District") and Universal Engineering Services (UES) ("Geotechnical Engineer of Record"), is hereby amended by the parties as set forth in this Amendment No. 001 to the Agreement for Consultant Services, Geotechnical Engineering Services as Geotechnical Engineer of Record Services Agreement ("Amendment") that is incorporated herein for all purposes.

RECITALS

WHEREAS, the District retained UES to provide Geotechnical and Geological Evaluation Services for the Fremont Middle School Reconstruction Project ("Project") of the District's Facilities Implementation Plan.

WHEREAS, the Lab of Record has provided Geotechnical Services required by Division of the State Architect ("DSA") for their records;

WHEREAS, due to the existing conditions regarding additional Testing exceeding the agreed amount of Exhibit "A" in the Agreement #23-194;

WHEREAS, the Board of Trustees has taken certain actions to approve the Geotechnical and Geological Evaluation services for the Fremont Middle School Reconstruction Project currently under construction;

WHEREAS, additional Geotechnical services are still required to completion of the Project;

WHEREAS, upon consideration of the proposal for additional Geotechnical services for the project;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add a new SECTION 5.2.3 to the Agreement as follows:

SECTION 5.1 Additional Compensation for Fremont Middle School Reconstruction Project for additional Work. The Geotechnical Engineer agrees to perform the Basic Services as described in the original Agreement, and Exhibit "D" thereto, with respect to the Project. Geotechnical Engineer agrees to deliver the deliverables identified in Exhibit "C" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, the Geotechnical Engineer agrees to be compensated an additional flat "all-in" Basic Fee for the additional work totaling:

A. Eight Thousand Two Hundred Fifty Dollars and Zero Cents ($8,250.00) for Amendment No. 001 and the attached proposal received from Universal Engineering Sciences (UES) dated June 24, 2024, is to adjust the base fee paid to UES according to the original Service Agreement #23-194 that allows for adjustment of fees with Board of Trustee approval.

The sum for the additional services total:

Eight Thousand Two Hundred Fifty Dollars and Zero Cents ($8,250.00)

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Geotechnical and Geological Evaluation Services Agreement entered into and executed by the Parties on **November 15, 2023** remain in full force and effect. The Geotechnical Engineer agrees that any provisions, limitations and exclusions in its proposal, Exhibit "F" hereto, are stricken for all purposes and

are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 001 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____ _____

Melissa Reyes — Date:
Interim Director, Purchasing

Universal Engineering Sciences:

By: _____ _____

Victor Hernandezgaytan, Area Manager — Date:

EXHIBIT “F”

PROPOSALS ATTACHED

UES
2400 Celsius Avenue, Suite J
Oxnard, California 93030
p 805.486.6475 | TeamUES.com

June 24, 2024 UES Proposal 5030.2300010.0000

Gerald Schober
Vice President
Caldwell Flores Winters, Inc.
521 North 1st Avenue
Arcadia, California 91006

Subject: **Proposal for Additional Percolation Testing**
Fremont Middle School
Oxnard School District
1130 North M Street
Oxnard, California 93030

At your request, UES is pleased to present this proposal to provide additional percolation testing for the project mentioned above. Our services will evaluate subsurface conditions at the site to provide preliminary geotechnical engineering criteria to aid in the design and development of the project. This proposal describes our understanding of the project, our scope of services, schedule, and fees.

PROJECT INFORMATION

It is our understanding that the site consists of approximately 26.03 acres and is currently an existing middle school. The project site locations are located in various areas throughout the Fremont Middle School campus in Oxnard, California. Based on Google Earth imagery, the site appears as a school with field grasses and disturbed surface vegetation, along with buildings, parking lots, a baseball field, tennis courts, basketball courts, and a playground. The site is relatively level. The site is bordered to the east by North H Street with residential beyond, to the south by residential, then by Devonshire Drive, to the west by North M Street with residential beyond, and to the north by Glenwood Drive with residential beyond.

Based on the "Infiltration Testing Location" plan prepared by SVA Architects, UES understands that the school is using the parking area along "M" street to create a bioswale. In this plan, they plan to narrow the park area and create a landscape buffer between the park, playfields, and "M" street. The current play area of the park is approximately 12,000 square feet, and the remaining park area outside of the bioswale would be approximately 16,700 square feet. They propose constructing a meandering sidewalk to connect pedestrian circulation to the two street intersections on the northwest and west of the site and the hardcourts to the south. However, there is a significant grade difference between the Right of Way (ROW) and the sidewalk along the south edge of the playfields. This requires reworking the curb/gutter/curb ramp at the ROW, as well as ramping, to connect the accessible path of travel to this sidewalk. A sidewalk from ROW, between the bioswale and the playfield, could provide this accessible connection without requiring additional ramping.

SCOPE OF SERVICES

Based on our correspondence with you, our understanding of the proposed development, and the site vicinity, we propose to perform percolation/infiltration testing for onsite stormwater LID BMP design at four (4) locations agreed upon by the Project Design Team by drilling twelve (12) borings to a maximum depth of five (5) feet bgs. After excavating the boring to the proposed elevation of the percolation test, UES will pre-soak the test boring and perform the percolation testing according to City of Oxnard Public Health standards.

Upon completion of the percolation tests, the boreholes will be backfilled with bentonite chips. Soil cuttings will be spread out in the area around each borehole location unless otherwise specified.

UES will lay out the project area, and our drilling subcontractor will notify Underground Service Alert (USA) to clear public utilities; however, USA members may not mark all on-site buried utilities. Therefore, we request that a representative of the owner examine as-built plans and clear the boring locations prior to drilling. Additionally, UES encourages opting for a private utility locating company to attempt to locate buried utilities in the vicinity of the proposed boring locations. Neither UES nor our drilling subcontractor will be liable for damage to buried utilities that were not clearly marked by USA or the owner.

The explorations will be logged during the drilling operations. In addition, relatively undisturbed ring samples and/or representative bulk samples will be obtained, as applicable, for possible laboratory testing. The laboratory tests performed will depend upon the soil conditions encountered. Drilling, sampling, and laboratory testing will be conducted in general accordance with applicable ASTM or other locally recognized standards. Laboratory testing is anticipated to include in-situ moisture content and dry density, Proctor, direct shear, consolidation, sieve analysis, Atterberg limits, expansion index, and electrochemical characteristics (pH, minimum soil resistivity, soluble sulfates, and soluble chlorides).

After completion of the field exploration and laboratory testing programs, the results will be evaluated to develop geotechnical design recommendations and prepare a geotechnical engineering report. The following information will be included in the report:

- A summary of project information
- A brief discussion of our field exploration and laboratory testing programs
- A geologic discussion
- A plan indicating the approximate locations of our explorations
- Logs of the explorations and results of laboratory tests
- A discussion of the existing surface conditions at the time of our field exploration program
- A discussion of the subsurface conditions encountered within the depths explored
- Seismic design recommendation for the design of the foundation system
- Site Class determination based on the shear wave velocity study, if performed
- Earthwork/backfill requirements, including site preparations, fill placement, and suitability of existing soils for use as fill materials
- Data on the excitability of materials encountered
- Recommendations for use in the design of foundations, including allowable bearing capacity, passive pressure, coefficient of friction, and estimated settlements
- Subgrade preparation requirements for concrete slabs-on-grade
- Recommendations for type of cement in concrete in contact with on-site soils

ASSUMPTIONS

We assume that by authorizing our services, we have permission to be on the site. In addition, we assume that the site is accessible to a truck-mounted drill rig. If the site is not accessible, you will be notified, and a new scope of work and fee may be required. If damage occurs from the truck-mounted drill rig accessing the drilling locations, any resulting damage to sidewalks, driveways, rutted lawn areas, or landscaping will be the responsibility of the Client to repair.

COST OF SERVICES

The fee for our services, including all fieldwork, laboratory testing, engineering analysis, and report preparation as outlined, will be a **lump sum fee of $8,250.00**.

Our services under this proposal would be complete upon delivery of the Geotechnical Exploration Report. If any additional services are required beyond the scope of services outlined in this proposal, our services would be charged on a time and materials basis at our standard unit rates.

SCHEDULE OF FEES

The above-estimated fees do not include additional requested services performed after issuing the update report. These services include, but are not limited to, additional plan reviews, additional addendums to the report due to modifications of the proposed improvements, etc. If necessary, additional consulting services will be provided on a time and expense basis according to the schedule presented below unless a revised proposal is requested. UES considers this proposal and the rates provided below valid for the duration of the project.

- Principal Engineer $220.00/hour
- Senior Engineer/Geologist $155.00/hour
- Project Engineer/Geologist $145.00/hour
- Staff Engineer/Geologist $125.00/hour
- Engineering Technician $140.00/hour
- Administrative Assistant $60.00/hour

SCHEDULE

We will proceed with our services as soon as we receive authorization. Drilling activities should commence within two (2) to three (3) weeks of notice to proceed, pending actual driller availability. Field activities are anticipated to take approximately one (1) day for drilling. Within two (2) to three (3) weeks after completion of field activities, an electronic copy of our draft report can be submitted in PDF format via email. With expedited services, you will be able to get the report within three (3) to four (4) weeks of drilling. Printed, wet-stamped copies or a digitally signed PDF copy for permit submission will be made available at your request, with 24-hour advanced notice once payment for services has been received and you are ready to submit for permits. We can generally provide verbal opinions regarding preliminary findings and recommendations before the written report is completed if required.

CLOSURE

This proposal is valid for 6 months. If the client does not accept this proposal or UES does not initiate services within that time period, the client must give UES an opportunity to re-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 review. We appreciate the opportunity to submit this proposal. 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 signing and returning one executed copy of this agreement to us.

Respectfully,
UES

Jacob Alvarez
Project Engineer

Dharmesh Amin, MS, PE, GE$_{2553}$
Regional Geotechnical Engineer

Attachments: General Conditions

GENERAL CONDITIONS

SECTION 1: RESPONSIBILITIES

1.1 Construction Testing and Engineering (CTE) – SO CAL, (d/b/a "UES") is responsible for providing the services described under the Scope of Services.

1.2 The Client is responsible for providing UES with a clear understanding of the project's nature and scope. The Client shall supply UES with sufficient and adequate information, including, but not limited to, maps, site plans, reports, surveys, plans and specifications, and designs, to allow UES to properly complete the specified services. The Client shall also communicate changes in the nature and scope of the project as soon as possible during performance of the work so that the changes can be incorporated into the work product.

1.3 The Client acknowledges that UES's responsibilities in providing the services described under the Scope of Services section is limited to those services described therein, and the Client hereby assumes any collateral or affiliated duties necessitated by or for those services. Such duties may include, but are not limited to, reporting requirements imposed by any third party such as federal, state, or local entities, the provision of any required notices to any third party, or the securing of necessary permits or permissions from any third parties required for UES's provision of the services so described, unless otherwise agreed upon by both parties in writing.

SECTION 2: STANDARD OF CARE

2.1 Services performed by UES under this Agreement will be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of UES's profession practicing contemporaneously under similar conditions in the locality of the project. No other warranty, express or implied, is made by UES hereunder.

2.2 Execution and delivery of this Agreement by UES is not a representation that UES has visited the site, become generally familiar with local conditions under which the work is to be performed, or correlated personal observations with the requirements of the Scope of Services. It is the Client's responsibility to provide UES with all information necessary for UES to provide the services described under the Scope of Services, and the Client assumes all liability for information not provided to UES that may affect the quality or sufficiency of the services so described.

SECTION 3: SITE ACCESS AND SITE CONDITIONS

3.1 Client will grant or obtain free access to the site for all equipment and personnel necessary for UES to perform the work set forth in this Agreement. The Client will notify any possessors of the project site that Client has granted UES free access to the site. UES will take reasonable precautions to minimize damage to the site, but it is understood by Client that, in the normal course of work, some damage may occur, and the correction of such damage is not part of this Agreement unless so specified in the Scope of Services.

3.2 The Client is responsible for the accuracy of locations for all subterranean structures and utilities. UES will take reasonable precautions to avoid known subterranean structures, and the Client waives any claim against UES, and agrees to defend, indemnify, and hold UES harmless from any claim or liability for injury or loss, including costs of defense, arising from damage done to subterranean structures and utilities not identified or accurately located. In addition, Client agrees to compensate UES for any time spent or expenses incurred by UES in defense of any such claim with compensation to be based upon UES's prevailing fee schedule and expense reimbursement policy.

SECTION 4: BILLING AND PAYMENT

4.1 UES will submit invoices to Client monthly or upon completion of services. Invoices will show charges for different personnel and expense classifications.

4.2 Payment is due 30 days after presentation of invoice and is past due 31 days from invoice date. Client agrees to pay a finance charge of one and one-half percent (1 ½ %) per month, or the maximum rate allowed by law, on past due accounts.

4.3 If UES incurs any expenses to collect overdue billings on invoices, the sums paid by UES for reasonable attorneys' fees, court costs, UES's time, UES's expenses, and interest will be due and owing by the Client.

SECTION 5: OWNERSHIP AND USE OF DOCUMENTS

5.1 All reports, boring logs, field data, field notes, laboratory test data, calculations, estimates, and other documents prepared by UES, as instruments of service, shall remain the property of UES. Neither Client nor any other entity shall change or modify UES's instruments of service.

5.2 Client agrees that all reports and other work furnished to the Client or his agents, which are not paid for, will be returned upon demand and will not be used by the Client for any purpose.

5.3 UES will retain all pertinent records relating to the services performed for a period of "five years or such longer period" of time required by applicable accrediting agency, unless specified in the scope of services following submission of the report or completion of the Scope of Services, during which period the records will be made available to the Client in a reasonable time and manner.

5.4 All reports, boring logs, field data, field notes, laboratory test data, calculations, estimates, and other documents prepared by UES, are prepared for the sole and exclusive use of Client, and may not be given to any other entity, or used or relied upon by any other entity, without the express written consent of UES. Client is the only entity to which UES owes any duty or duties, in contract or tort, pursuant to or under this Agreement.

SECTION 6: DISCOVERY OF UNANTICIPATED HAZARDOUS MATERIALS

6.1 Client represents that a reasonable effort has been made to inform UES of known or suspected hazardous materials on or near the project site.

6.2 Under this agreement, the term hazardous materials includes hazardous materials, hazardous wastes, hazardous substances (40 CFR 261.31, 261.32, 261.33), petroleum products, polychlorinated biphenyls, asbestos, and any other material defined by the U.S. EPA as a hazardous material.

6.3 Hazardous materials may exist at a site where there is no reason to believe they are present. The discovery of unanticipated hazardous materials constitutes a changed condition mandating a renegotiation of the scope of work. The discovery of unanticipated hazardous materials may make it necessary for UES to take immediate measures to protect health and safety. Client agrees to compensate UES for any equipment decontamination or other costs incident to the discovery of unanticipated hazardous materials.

6.4 UES will notify Client when unanticipated hazardous materials or suspected hazardous materials are encountered. Client will make any disclosures required by law to the appropriate governing agencies. Client will hold UES harmless for all consequences of disclosures made by UES which are required by governing law. In the event the project site is not owned by Client, it is the Client's responsibility to inform the property owner of the discovery of unanticipated hazardous materials or suspected hazardous materials.

6.5 Notwithstanding any other provision of this Agreement to the contrary, Client waives any claim against UES, and to the maximum extent permitted by law, agrees to defend, indemnify, and save UES harmless from any claim, liability, and/or defense costs for injury or loss arising from UES's discovery of unanticipated hazardous materials or suspected hazardous materials including any costs created by delay of the project and any cost associated with possible reduction of the property's value. Client will be responsible for ultimate disposal of any samples secured by UES which are found to be contaminated.

SECTION 7: RISK ALLOCATION

7.1 Subject to the balance of this Section 7.1, Client agrees that UES's liabilities, losses, damages, fees, costs and expenses (including attorneys' fees)(collectively, "**Liability**") arising from any claim on account of any breach of contract, error, omission, or professional negligence will be limited to a sum not to exceed $50,000 or UES's fee, whichever is greater (the "**Liability Cap**"). If Client prefers to have a higher Liability Cap, UES agrees to increase the Liability Cap to $1,000,000.00 upon Client's written request at the time of accepting UES's proposal, provided that Client agrees to pay an additional consideration of one percent of the total fee, or $1,000.00, whichever is greater. If Client prefers a $2,000,000.00 Liability Cap, UES agrees to increase the Liability Cap to $2,000,000.00 upon Client's written request at the time of accepting UES's proposal, provided that Client agrees to pay an additional consideration of one percent of the total fee, or $2,000.00, whichever is greater. The additional charge for the higher Liability Cap is because of the greater risk assumed and is not strictly a charge for additional professional liability insurance.

7.2 Client shall not be liable to UES, and UES shall not be liable to Client for any punitive, incidental, special, or consequential damages (including lost profits, loss of use, and lost savings) incurred by either party due to the fault of the other, regardless of the nature of the fault, or whether it was committed by Client or UES, their employees, agents, or subcontractors; or whether such liability arises in breach of contract or warranty, tort (including intentional torts and negligence), statutory, or any other cause of action.

7.3 As used in this Agreement, the terms "claim" or "claims" mean any claim in contract, tort, or statute alleging negligence, errors, omissions, strict liability, statutory liability, breach of contract, breach of warranty, negligent misrepresentation, or any other act giving rise to Liability.

SECTION 8: INSURANCE

8.1 UES represents that it and its agents, staff, and consultants employed or retained by UES, is and are protected by workers' compensation insurance, and that UES has such coverage under public liability and property damage insurance policies which UES deems to be adequate. Certificates for all such policies of insurance shall be provided to Client upon request in writing. Within the limits and conditions of such insurance, UES agrees to indemnify and save Client harmless from and all Liabilities arising from negligent acts by UES, its agents, staff, and consultants employed by it. UES shall not be responsible for Liabilities beyond the amounts, limits, and conditions of such insurance or the limits described in Section 7, whichever is less. The Client agrees to defend, indemnify, and save UES harmless from all Liabilities arising from acts by Client, Client's agents, staff, and others employed by Client.

8.2 Under no circumstances will UES indemnify Client from or for Client's own actions, negligence, or breaches of contract.

8.3 To the extent that damages are covered by property insurance, Client and UES waive all rights against each other and against the contractors, consultants, agents, and employees of the other for damages, except such rights as they may have to the proceeds of such insurance.

SECTION 9: DISPUTE RESOLUTION

9.1 All claims, disputes, and other matters in controversy between UES and Client arising out of or in any way related to this Agreement shall be submitted to mediation before and as a condition precedent to seeking other remedies provided by law.

9.2 If a dispute arises and that dispute is not resolved by mediation, then: (a) the claim will be brought in the state or federal courts having jurisdiction where the UES office which provided the service is located; and (b) the prevailing party will be entitled to recovery of all reasonable out of pocket fees, costs and expenses incurred by such party, including court costs, attorneys' fees, expert witness fees, and other claim related expenses.

SECTION 10: TERMINATION

10.1 This Agreement may be terminated by either party upon seven (7) days written notice in the event of substantial failure by the other party to perform in accordance with the terms hereof, or in the case of a force majeure event such as terrorism, act of war, public health or other emergency. Such termination shall not be effective if such substantial failure or force majeure has been remedied before expiration of the period specified in the written notice. In the event of termination, UES shall be paid for services performed to the termination notice date plus reasonable out of pocket termination expenses incurred or paid by UES in connection with such termination and the winding down of its operations.

10.2 In the event of termination, or suspension for more than three (3) months, prior to completion of all reports contemplated by this Agreement, UES may complete such analyses and records as are necessary to complete its files and may also complete a report on the services performed to the date of notice of termination or suspension. The expense of termination or suspension shall include all direct out of pocket costs incurred or paid by UES in completing such analyses, records, and reports.

SECTION 11: REVIEWS, SPECIAL INSPECTIONS, TESTING AND OBSERVATIONS

11.1 Plan review and building inspections are performed for the purpose of observing compliance with applicable building codes. Construction materials testing ("CMT") and Special Inspections are performed to document compliance of certain materials or components with applicable testing standards. UES's performance of plan reviews, Special inspections, building inspections, or CMT, or UES's presence on the site of Client's project while performing any of the foregoing activities, is not a representation or warranty by UES that Client's project is free of errors in either design or construction.

11.2 If UES is retained to provide construction monitoring or observation, UES will report to Client any observed work which, in UES's opinion, does not conform to the plans and specifications provided to UES. UES shall have no authority to reject or terminate the work of any agent or contractor of Client. No action, statements, or communications of UES, or UES's site representative, can be construed as modifying any agreement between Client and others. Client acknowledges that UES's performance of construction monitoring or observation is not a representation or warranty by UES that Client's project is free of errors in either design or construction.

11.3 Neither the activities of UES pursuant to this Agreement, nor the presence of UES or its employees, representatives, or subcontractors on the project site, shall be construed to impose upon UES any responsibility for means or methods of work performance, superintendence, sequencing of construction, or safety conditions at the project site. Client acknowledges that Client or its contractor is solely responsible for project jobsite safety.

11.4 Client is responsible for scheduling all inspections and CMT activities of UES. All testing and inspection services will be performed on a will-call basis. UES will not be responsible for tests and inspections that are not performed due to Client's failure to schedule UES's services on the project, or for any claims or damages arising from tests and inspections that are not scheduled or performed.

SECTION 12: ENVIRONMENTAL ASSESSMENTS

12.1 Client acknowledges that an Environmental Site Assessment ("ESA") is conducted solely to permit UES to render a professional opinion about the likelihood or extent of regulated contaminants being present on, in, or beneath the site in question at the time services were conducted. No matter how thorough an ESA study may be, findings derived from the study are limited and UES cannot know or state for a fact that a site is unaffected by reportable quantities of regulated contaminants as a result of conducting the ESA study. Even if UES states that reportable quantities of regulated contaminants are not present, Client acknowledges that it still bears the risk that such contaminants may be present or may migrate to the site after the ESA study is complete.

SECTION 13: SUBSURFACE EXPLORATIONS

13.1 Client acknowledges that subsurface conditions may vary from those observed at locations where borings, surveys, samples, or other explorations are made, and that site conditions may change with time. Data, interpretations, and recommendations by UES will be based solely on information available to UES at the time of service. UES is responsible for those data, interpretations, and recommendations, but will not be responsible for other parties' interpretations or use of the information developed or provided by UES.

13.2 Subsurface explorations may result in unavoidable cross-contamination of certain subsurface areas, as when a probe or boring device moves through a contaminated zone and links it to an aquifer, underground stream, or other hydrous body not previously contaminated. UES is unable to eliminate totally cross-contamination risk despite use of due care. Since subsurface explorations may be an essential element of UES's services indicated herein, Client shall, to the fullest extent permitted by law, waive any claim against UES, and indemnify, defend, and hold UES harmless from any claim or Liability arising from cross-contamination allegedly caused by UES's subsurface explorations. In addition, Client agrees to compensate UES for any time spent or expenses incurred by UES in defense of any such claim with compensation to be based upon UES's prevailing fee schedule and expense reimbursement policy.

SECTION 14: SOLICITATION OF EMPLOYEES

14.1 Client agrees not to solicit for hire any of UES's employees with which Client had contact during the term of this Agreement for a one-year period following the expiration date or termination date of this Agreement (the "Post-Term Period") except through UES. If Client hires any such UES employee during the Post-Term Period, Client shall within five business days following written demand therefore from UES, pay UES an amount equal to one-half of the employee's then effective annualized salary, as liquidated damages. Further, Client acknowledges that the liquidated damages, stated above, are reasonable under the circumstances.

SECTION 15: ASSIGNS

15.1 Neither Client nor UES may assign this Agreement or assign or delegate any of its rights or obligations hereunder without the prior written consent of the other party.

SECTION 16: GOVERNING LAW AND SURVIVAL

16.1 This Agreement shall be governed by and construed in accordance with the laws of the jurisdiction in which the UES office performing the services hereunder is located.

16.2 If any of the provisions of this Agreement is held by a court of competent jurisdiction to be illegal, invalid, or unenforceable, the enforceability of the remaining provisions will not be impaired and will survive. Limitations of liability and indemnities will survive termination of this Agreement for any cause.

SECTION 17: INTEGRATION CLAUSE

17.1 This Agreement represents and contains the entire and only agreement and understanding among the parties with respect to the subject matter of this Agreement and supersedes any and all prior and contemporaneous oral and written agreements, understandings, representations, inducements, promises, warranties, and conditions among the parties. No agreement, understanding, representation, inducement, promise, warranty, or condition of any kind with respect to the subject matter of this Agreement shall be relied upon by the parties unless expressly set forth herein.

17.2 This Agreement may not be amended or modified except by an agreement in writing signed by the party against whom the enforcement of any modification or amendment is sought.

SECTION 18: WAIVER OF JURY TRIAL

18.1 To the extent permitted by applicable law, Client and UES hereby waive trial by jury in any action arising out of or related to this Agreement.

CLIENT APPROVAL

UES offers the Client the Proposal as listed above. Client may accept UES's offer by signing in the space provided below and returning a signed copy to UES. Such notification may be faxed or by emailing the signed general conditions. In the event the Client authorizes work without returning a signed copy, the Client agrees to be bound by the general conditions as stated herein. The proposal presented has been read, understood, and accepted by the Client effective as of the date that the executed proposal is returned to UES.

EXECUTED BY CLIENT'S AUTHORIZED REPRESENTATIVE:_____(signature)

Printed Name:_____ Title:_____

Date Accepted:_____

Client Business Name:_____

Billing Address:_____

Telephone:_____ E-mail:_____

ACCOUNTS PAYABLE INFORMATION

A/P Contact Name:_____

A/P Contact Telephone: _____ *A/P Contact E-Mail:_____

* A/P Contact E-Mail must be provided before the UES can proceed with its proposed services

SERVICES AGREEMENT

R24-03193
Requisition Number

P24-02888
Purchase Order Number

23-194
Contract Number

This Services Agreement (the "Agreement") is made and entered into this 15th day of November, 2023 by and between Oxnard School District (hereinafter referred to as "District") and Universal Engineering Sciences, (hereinafter referred to as "Provider.")

PROVIDER.

Universal Engineering Sciences Provider	805-486-6475 Telephone Number
2400 Celsius Avenue, Suite J Street Address	 Fax Number
Oxnard, CA 93030 City, State, Zip code	tmbutler@teamues.com E-mail Address
46-4787572 Tax Identification or Social Security Number	24-00110067 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 November 20, 2023, and terminate on January 31, 2024. 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	Universal Engineering Sciences
District	Provider
Attn: Dana Miller	Attn: Tara M. Butler
1051 South A Street	2400 Celsius Avenue, Suite J
Street	Street
Oxnard, CA 93030	Oxnard, CA 93030
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 followi

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	Universal Engineering Sciences
District	Provider
By: Lisa A. Franz 11-22-2023	Tara Butler
Signature	Signature
Lisa A. Franz	Tara Butler
Name	Name
Director, Purchasing	Business Development Manger
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

*PER ATTACHED PROPOSAL DATED OCTOBER 23, 2023

WORK SCHEDULE:

November 20, 2023 through January 31, 2024

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 20,100.00
Actual and Necessary Travel Expenses	$ 0.00
Other Expenses	$ 0.00
Total Amount not to Exceed	$ 20,100.00
Deposit	$ _____
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 accountspayable@oxnardsd.org and projectinvoices@cfwinc.com. Net 30 terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: November 15, 20 23

Provider: Unversal Engineering Sciences

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.

Victor Hernandezgaytan, Area Manager 11/2/23
Name/ Title of Authorized Representative

Victor Hernandezgaytan
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.

Victor Hernandezgaytan, Area Manager 11/2/23
Name/ Title of Authorized Representative

Victor Hernandezgaytan
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: _____

TAB 6 - FEE PROPOSAL

Universal Engineering Sciences (UES)
2400 Celsius Avenue, Suite J
Oxnard, CA 93030
P: (805) 486-6475 | TeamUES.com

Proposal No. 5030.1023.00003
October 23, 2023

Mr. Gerald Schober
Program Manager
Caldwell Flores Winter, Inc.
521 N. 1st Avenue
Arcadia, CA 91006
(626) 829-8323
gschober@cfwinc.com

Re: **Proposal for Geotechnical and Geological Evaluation Services**
Fremont Middle School
1130 North M Street,
Oxnard, CA 93030

As requested, Universal Engineering Sciences (UES) is pleased to present this proposal to provide a geotechnical exploration for the referenced project. The purpose of our services will be to evaluate subsurface conditions at the site and provide geotechnical recommendations for the design and construction of the subject project. This letter describes our understanding of the project, our scope of services, schedule, and fees.

Our proposal is based on your Request for Qualifications and Proposals, dated October 17, 2023. As part of our due diligence for this proposal, our Principal Engineer visited the site to verify drill rig access and to assess topographic and surface conditions.

UES geotechnical investigation will be performed in conformance with the requirements of ASCE 7-16, the 2022 California Building Code (CBC), and the requirements of the Division of the State Architect (DSA). It is our understanding that this report will be reviewed by the California Geological Survey (CGS) and, therefore, will be prepared in accordance with note 48.

The objectives of this study will be to evaluate the subsurface and geohazard conditions of the site and to provide geotechnical recommendations for the design and construction of the proposed improvements, including recommendations for foundations and earthwork.

SITE LOCATION AND DESCRIPTION

Based on an aerial reconnaissance, the site is located North of M Street and H Street and bounded by Devonshire Drive and Residential Development to the South. The site is currently occupied by existing buildings. The site is relatively flat at an elevation of 50 feet above sea level.

PROJECT INFORMATION

Based on the information provided in the RFQ, the proposed construction will 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 three dedicated special education rooms, all of 960 SF. In addition, four science and art labs of 1,200 SF each and a band/orchestra room of 1,500 SF would be constructed. Teaching support spaces of 1,980 SF, administrative space of 3,405 SF, and library facilities of 2,000 SF would be provided per the adopted educational specifications for a 6-8 school. Multipurpose facilities of 14,250 SF, a lunch shelter of 2,800 SF, 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.

Should any of the above information be inconsistent with your objectives, please contact UES immediately to allow us to make any necessary modifications to this proposal.

SCOPE OF SERVICES

Based on our understanding of the project, we propose the following scope of services:

- Task 1 – Field Exploration Planning
- Task 2 – Field Exploration
- Task 3 – Percolation Testing
- Task 4 – Laboratory Testing
- Task 5 – Geotechnical Engineering Analyses
- Task 6 – Geotechnical Engineering Report
- Task 7 – Post-Report Technical Consultation and Meetings

The remainder of this section provides a description of each of the above tasks and our approach to completing the tasks.

Task 1 – Field Exploration Planning

We will review available geotechnical investigation reports for the site vicinity and any other geotechnical reports for the project site. We will also review available published and unpublished geologic literature contained in our files, including publications prepared by the California Geological Survey (CGS) and the United States Geological Survey (USGS).

Before starting our exploration program, we will conduct a field reconnaissance and mark the locations of our planned subsurface explorations. As required by law, we will notify Underground

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Service Alert (USA) of the proposed subsurface exploration locations at least 72 hours prior to drilling. Within areas immediately surrounding the proposed drill locations, we will conduct a geophysical survey (GPR) to map the underground facilities, thereby minimizing any potential risks associated with drilling.

Task 2 – Field Exploration

We propose to explore the site by advancing eight (8) Hollow Stemmed Auger (HSA) soil borings. Four borings will be advanced to a depth of 50 feet below ground surface (bgs), and four borings will be advanced to a depth of approximately 30 feet (bgs). The borings will be terminated early if refusal is encountered.

The borings will be advanced using a truck-mounted drill-rig equipped with an 8-inch-diameter hollow-stem auger. The upper five feet of all borings will be advanced using a hand auger to minimize the potential for damaging existing underground utilities. The soil boring operations will be observed by a UES Staff Geologist or Staff Engineers who will log the subsurface conditions as encountered.

Drive samples will be collected at approximately 2.5-foot intervals for the first 10 feet and 5 feet thereafter using either a Standard Penetration Test (SPT) sampler or California Modified sampler. Driven and bulk samples from the soil borings will be collected and transported for laboratory observation and testing. We will conduct the drilling and sampling in general accordance with applicable American Society of Testing and Materials (ASTM) standards. It is assumed that no higher than Level D for personal protection equipment will be required (i.e., hard hat, steel-toe boots, eye and hearing protection) during field exploration.

Immediately upon completion of drilling and sampling, the borings will be backfilled with soil cuttings derived from the borings. Any remaining soil will be spread out in existing dirt-covered areas. It is important to note that drumming and disposal of excavated soil cuttings are beyond our scope of services, as presented in this proposal. If necessary, the cuttings can be drummed and left at the site for disposal. If this is necessary, UES will need to provide the owner with an adjusted field exploration cost estimate to include drumming the cuttings and backfilling the boreholes with bentonite chips/grout.

Borings made through asphalt/concrete will be patched with the Department of transportation approved patching material.

Task 3 – Percolation Testing

We propose to drill three (3) borings to approximately 5 feet bgs. After excavating the borings to approximately 12 inches below the proposed elevation of the infiltration system, we will install a 2- to 4-inch-diameter perforated PVC pipe, pre-soak the test holes, and perform the percolation testing according to *Administrative Manual Count of Los Angeles.* Immediately upon completion of the percolation testing, the holes will be backfilled with soil from cuttings.

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Task 4 – Laboratory Testing

Samples obtained from the exploratory borings will be transported to UES for observation and testing. Laboratory tests will be performed on selected samples obtained from the borings to aid in the classification and to evaluate the engineering properties of the subsurface soils. The laboratory tests may include the following but not limited to:

- In-Situ Moisture and Density;
- Grain-Size Distribution for Soil Classification
- Atterberg Limits;
- #200 Wash;
- Direct shear;
- Consolidation testing;
- Expansion index testing;
- Corrosivity testing (pH, Sulfate, Chloride & Electrical Resistivity); and
- Maximum Dry Density-Optimum Moisture Content.

The exact quantities and types of tests will depend on the material types encountered during the subsurface exploration. For the purposes of this proposal, we have estimated a laboratory testing budget based on our experience with similar projects.

Task 5 – Geotechnical Engineering Analyses

The results of our field exploration and geotechnical laboratory tests will be evaluated, and engineering analyses will be performed in order to provide geotechnical recommendations for the design and construction of the proposed project. Based on our experience with similar projects, at a minimum, the following engineering analyses will be performed for the proposed project:

- Evaluation of general subsurface conditions and description of types, distribution, and engineering characteristics of subsurface materials at the site;
- Evaluation of current and historical groundwater conditions at the site and potential impact on design and construction;
- Site geology and geologic hazards, including site seismicity, liquefaction and seismic settlement potential, and preliminary recommendations for appropriate mitigation measures, if necessary;
- Evaluation of the feasibility of using on-site soils for foundation and fill support;
- Minimum geotechnical requirements for imported fill;
- Evaluation of expansion potential and, if needed, recommendations to mitigate the potential impact of expansive soil conditions on the proposed project;
- Evaluation of the corrosion potential of near-surface on-site soils;
- Development of general recommendations for earthwork, including site preparation and excavation, requirements for placement of compacted fill, and site drainage;
- Recommendations for suitable building foundation systems and provision of allowable bearing capacities, associated settlement estimates, lateral pressures, and resistances;

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- Recommendations for lateral soil pressures and incremental seismic pressures for the design of retaining walls
- Recommendations for utility trenches;
- Recommendations for slab-on-grade floors, including subgrade preparation and modulus
- of subgrade reaction; and
- Recommendations for pavement structural section.

Task 6 – Geotechnical Engineering Report

After the field exploration and laboratory testing programs and the analyses are complete, a professional report will be prepared to summarize the data collected and present our findings, conclusions, and geotechnical recommendations for the design and construction of the proposed project. The report will include the following:

- Vicinity map and site plan showing the approximate boring locations;
- Logs of borings, including approximate elevations;
- Soil classification of the soil materials encountered in accordance with the Unified Soil
- Classification System (USCS) for borings;
- Review/summary of field and laboratory test procedures and data;
- Discussion of general site conditions;
- Discussion of general subsurface conditions as encountered in field exploration, including the depth to groundwater, if encountered;
- Geologic and seismic conditions.
- Evaluation of the settlement at the site due to seismic events;
- Recommendations for site preparation, earthwork, temporary slope inclinations, fill placement, and compaction specifications;
- Recommendations for foundation design, including allowable bearing pressures, embedment depths, etc., under various loading conditions, and discussion of potential foundation alternatives, if needed;
- Anticipated total and differential settlements based on loading provided by the structural engineer;
- Recommendations for seismic design parameters in accordance with Chapter 16A of
- the 2019 CBC and ASCE 7-16; and
- Preliminary evaluation of the corrosion potential of the on-site soils.

A preliminary report of recommendations will be provided for review. Upon any comments or revisions, a final report will be provided, signed, and stamped by a licensed California Geotechnical Engineer.

Task 7 – Post-Report Technical Consultation and Meetings

Upon submission of the report to the design team, we propose to be available for post-report consultation. We will be available for the anticipated three virtual meetings (Teams or Zoom, each meeting about 1 hour long) with the district and their designated reviewing team during the course of the project, as well as responding to discuss design-related questions or concerns with our geotechnical recommendations.

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UES will provide a thorough review of the project's structural and civil plans to ensure the geotechnical recommendations are properly incorporated into the design. UES will provide a review of the earthwork specifications and any other foundation/geotechnical engineering-related project specifications.

ASSUMPTIONS

We assume that by authorizing our services, we have permission to be on the site. It is our understanding that our field representatives will first need to be cleared/badged to access the site. In addition, we assume that the site is accessible to a truck-mounted drill rig. If the site is not accessible, you will be notified, and a new scope of work and fee may be required. This proposal also assumes that no refuse will be encountered during our exploration. If refuse is encountered, the boring will be immediately terminated, and you will be contacted for further instructions, including evaluation of environmental conditions and the disposal of waste materials. In the event that such material is suspected, the district shall be notified immediately for direction before proceeding with any out-of-scope services.

Furthermore, the scope of work does not include any services in connection with the discovery of potential contamination during drilling and sampling operations, and finally, construction observation and testing services are not included.

COST OF SERVICES

The fee for our services, including all fieldwork, laboratory testing, engineering analysis, and report preparation, is outlined in the Cost Estimate Summary Table below. The rates are based on **prevailing wage rates.**

COST ESTIMATE SUMMARY	
Tasks	**Cost**
Task 1 – Field Exploration Planning	$1,900
Task 2 – Field Exploration	$10,000
Task 3 – Percolation Testing	$1,000
Task 4 – Laboratory Testing	$3,600
Task 5 – Geotechnical Engineering Analyses	$1,800
Task 6 – Geotechnical Engineering Report	$1,800
Task 7 – Post-Report Technical Consultation and Meetings	$0.00
Total	**$20,100**

2400 Celsius Avenue, Suite J, Oxnard, CA 93030
(805) 486-6475| oneues.com

Our services under this proposal would be complete upon delivery of the Geotechnical Exploration Report. If any additional services are required beyond the scope of services outlined in this proposal, our services would be charged on a time and materials basis at our standard unit rates.

SCHEDULE OF FEES

The above-estimated fees do not include additional requested services performed after issuing the report. These services include but are not limited to, additional plan reviews, additional addendums to the report due to modifications of the proposed improvements, etc. If necessary, additional consulting services will be provided on a time and expense basis according to the schedule presented below unless a revised proposal is requested. UES considers this proposal and the rates provided below valid for the duration of the project.

Principal Engineer	$190.00/hour
Senior Engineer/Geologist	$170.00/hour
Project Engineer/Geologist	$140.00/hour
Staff Engineer/Geologist	$140.00/hour
Administrative Assistant	$70.00/hour

SCHEDULE

We will proceed with our services as soon as possible after we have received authorization. We have provided a project schedule for this scope of work:

Project Tasks		UES Schedule
Tasks		Duration
Task 1	Client issues Notice to Proceed	Project Start
Task 2	Existing available info review, field reconnaissance and permit application work, underground utilities search and marking, and establishing a schedules for field borings.	Within 1 Week of Task 1
Task 3	The fieldwork is anticipated to take two days to complete.	Within 1 Week of Task 1
Task 4	Draft report submittal to Client.	Within 2 Weeks of Task 3
Task 5	Review of Draft Report by (Architect, Civil Engineer, and Structural Engineer).	Within 1 Week of Task 4
Task 6	Final report submittal to Client.	Within 72 Hours of Task 5

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(805) 486-6475| oneues.com

CLOSURE

This proposal is valid for six months. If the client does not accept this proposal or UES does not initiate services within that time period, the client must give UES an opportunity to re-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 to submit this proposal. 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 signing and returning one executed copy of this agreement to us.

Sincerely,
Universal Engineering Sciences

Victor H. Hernandezgaytan, D.Eng., EIT
Area Manager – Southern California

Jorge Nieto
Branch Manager - Oxnard

Attachments: Project Data Sheet
Terms and Conditions

2400 Celsius Avenue, Suite J, Oxnard, CA 93030
(805) 486-6475| oneues.com

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/2/2023

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

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

PRODUCER	CONTACT NAME: Carly Samuel
Greyling Ins. Brokerage/EPIC 3780 Mansell Rd. Suite 370 Alpharetta GA 30022	PHONE (A/C, No, Ext): 7706705324 FAX (A/C, No): 770.670.5324 E-MAIL ADDRESS: uescerts@greyling.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Arch Insurance Company	11150
INSURER B : Endurance American Specialty Ins Co	41718
INSURER C : Evanston Insurance Company	35378
INSURER D : Landmark American Insurance Company	33138
INSURER E : StarStone Specialty Insurance Company	44776
INSURER F :	

INSURED UNIVENG
Construction Testing And Engineering, South, Inc.
dba Universal Engineering Sciences
1441 Montiel Road
Suite 115
Escondido CA 92026

COVERAGES **CERTIFICATE NUMBER:** 137006849 **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY	Y	Y	ZAGLB9255701	5/1/2023	5/1/2024	EACH OCCURRENCE	$ 2,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
	X Contractual Liab						MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 4,000,000
	POLICY X PRO-JECT X LOC						PRODUCTS - COMP/OP AGG	$ 4,000,000
	OTHER:						Employee Benefits	$ 1,000,000
A	AUTOMOBILE LIABILITY	Y	Y	ZACAT9289701	5/1/2023	5/1/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 2,000,000
B	X ANY AUTO			EXT30030240900	1/1/2023	5/1/2024	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
							Excess Auto	$ 2,000,000
C	X UMBRELLA LIAB X OCCUR	Y	Y	MKLV2EUE101545	1/1/2023	5/1/2024	EACH OCCURRENCE	$ 7,000,000
D	X EXCESS LIAB CLAIMS-MADE			LHA100521	1/1/2023	5/1/2024	AGGREGATE	$ 7,000,000
	DED X RETENTION $ 0							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N		Y	ZAWCI9995401	5/1/2023	5/1/2024	X PER STATUTE OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N	N/A					E.L. EACH ACCIDENT	$ 1,000,000
	(Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
E	Excess GL		Y	77102C232ALI	1/1/2023	5/1/2024	Per Occ /Aggregate	4,000,000
C	Professional Liab			MKLV7PL0005710	2/1/2023	5/1/2024	Per Claim	1,000,000
	incl. Pollution Liab						Aggregate	1,000,000

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

Re: Contract #23-193, Oxnard School District.
Oxnard School District, its governing board, officers, agents, directors, employees, and/or volunteers are named as Additional Insureds with respects to General & Automobile Liability where required by written contract. Umbrella Follows Form with respects to General, Automobile & Employers Liability Policies. Waiver of Subrogation in favor of Additional Insureds where required by written contract & allowed by law. The above referenced liability policies are primary & non-contributory where required by written contract. Should any of the above described policies be cancelled by the issuing insurer before the expiration date thereof, we will endeavor to provide 30 days' written notice (except 10 days for nonpayment of premium) to the Certificate Holder.

CERTIFICATE HOLDER

Oxnard School District
Attn: Purchasing Department
1051 South A Street
Oxnard, CA 93030

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

Gregg Bachtel

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Policy Number
ZACAT9289701

SCHEDULE OF NAMED INSURED(S)

ARCH INSURANCE COMPANY

Named Insured OBSIDIAN GROUP HOLDINGS, LLC

Effective Date: 05-01-23
12:01 A.M., Standard Time

Agent Name EDGEWOOD PARTNERS INSURANCE CENTER

Agent No. 34911

FAIC-SKLBUS-CPD (cont.)

THE NAMED INSURED ON FORM FAIC-SKLBUS-CPD IS AMENDED TO READ:

OBSIDIAN GROUP HOLDINGS, LLC
UNIVERSAL ENGINEERING SCIENCES HOLDINGS, INC.
UNIVERSAL ENGINEERING SCIENCES MIDCO, INC.
OBSIDIAN GROUP ACQUISITIONS, INC.
UNIVERSAL ENGINEERING SCIENCES, LLC
F/K/A UNIVERSAL ENGINEERING SCIENCES, INC.
CENTURION CONSULTANTS HOLDINGS, INC.
CENTURION CONSULTANTS, LLC
ARIES CONSULTANTS, LLC
MCGINLEY & ASSOCIATES, INC.
GEOTEK ENGINEERING COMPANY, INC.
GFA INTERNATIONAL, INC. DBA UNIVERSAL ENGINEERING SCIENCES
UNIVERSAL ENGINEERING INSPECTIONS, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - NORTHERN NEVADA LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - SO CAL (A CALIFORNIA CORPORATION)
CONTOUR ENGINEERING, LLC
IQC SOUTHWEST LLC
RIVER CITY GEOPROFESSIONALS, INC. DBA UNIVERSAL ENGINEERING SCIENCES
QUALITY CONTROL CONSULTANTS, INC.
CONSTRUCTION TESTING AND ENGINEERING, INC.
CONSTRUCTION TESTING AND ENGINEERING, SOUTH, INC.

Policy Number
ZACAT9289701

SCHEDULE OF NAMED INSURED(S)

ARCH INSURANCE COMPANY

Named Insured OBSIDIAN GROUP HOLDINGS, LLC

Effective Date: 05-01-23
12:01 A.M., Standard Time

Agent Name EDGEWOOD PARTNERS INSURANCE CENTER

Agent No. 34911

FAIC-SKLBUS-CPD (cont.)

THE NAMED INSURED ON FORM FAIC-SKLBUS-CPD IS AMENDED TO READ:

QC SOUTHWEST, INC.
SUMMIT ENGINEERING, LABORATORY & TESTING, INC.
F/K/A SUMMIT ENGINEERING, LABORATORY & TESTING, P.C.
F/K/A SUMMIT ELT, INC.
GEOSERVICES, LLC
GEOTECHNOLOGY, LLC
GEOTECHNOLOGY EQUIPMENT, LLC
GEOTECHNOLOGY EXPLORATION, LLC

GEOTECHNOLOGY LIVING, LLC
GPR TESTING AND INSPECTION LLC
ALPHA TESTING, LLC
AUSTIN ATI HOLDINGS INC
GSI ENGINEERING LLC
SPEEDIE & ASSOCIATES, LLC
DAN BROWN AND ASSOCIATES, PC
CARMICHAEL ENGINEERING LLC - A UES COMPANY
FAULKNER ENGINEERING SERVICES LLC
GRUBBS, HOSKYN, BARTON & WYATT, INC.

Policy Number
ZAGLB9255701

COMMON POLICY CHANGE ENDORSEMENT

Endorsement No. 001

ARCH INSURANCE COMPANY

Named Insured OBSIDIAN GROUP HOLDINGS, LLC

Effective Date: 05-01-23
12:01 A.M., Standard Time

Agent Name EDGEWOOD PARTNERS INSURANCE CENTER

Agent No. 34911

POLICY CHANGES ENDORSEMENT DESCRIPTION (CONT'D)

THE INSURED NAME HAS BEEN CHANGED

FROM: OBSIDIAN GROUP HOLDINGS, LLC
UNIVERSAL ENGINEERING SCIENCES HOLDINGS, INC.
UNIVERSAL ENGINEERING SCIENCES MIDCO, INC.
OBSIDIAN GROUP ACQUISITIONS, INC.
UNIVERSAL ENGINEERING SCIENCES, LLC
F/K/A UNIVERSAL ENGINEERING SCIENCES, INC.
CENTURION CONSULTANTS HOLDINGS, INC.
CENTURION CONSULTANTS, LLC
ARIES CONSULTANTS, LLC
MCGINLEY & ASSOCIATES, INC.
GEOTEK ENGINEERING COMPANY, INC.
GFA INTERNATIONAL, INC. DBA UNIVERSAL ENGINEERING SCIENCES
UNIVERSAL ENGINEERING INSPECTIONS, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - NORTHERN NEVADA LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - SO CAL (A CALIFORNIA CORPORATION)
CONTOUR ENGINEERING, LLC
IQC SOUTHWEST LLC
RIVER CITY GEOPROFESSIONALS, INC. DBA UNIVERSAL ENGINEERING SCIENCES
QUALITY CONTROL CONSULTANTS, INC.
CONSTRUCTION TESTING AND ENGINEERING, INC.
CONSTRUCTION TESTING AND ENGINEERING, SOUTH, INC.
QC SOUTHWEST, INC.
SUMMIT ENGINEERING, LABORATORY & TESTING, INC.
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GSI ENGINEERING LLC
SPEEDIE & ASSOCIATES, LLC
DAN BROWN AND ASSOCIATES, PC
CARMICHAEL ENGINEERING LLC - A UES COMPANY
FAULKNER ENGINEERING SERVICES LLC
GRUBBS, HOSKYN, BARTON & WYATT, INC.

REMOVAL PERMIT

If this policy includes the Commercial Property Coverage Part, the following applies with respect to the Coverage Part:

If Covered Property is removed to a new location that is described on this Policy Change, you may extend this insurance to include that Covered Property at each location during the removal. Coverage at each location will apply in the proportion that the value at each location bears to the value of all Covered Property being removed. This permit applies up to 10 days after the effective date of this Policy Change; after that, this insurance does not apply at the previous location.

Policy Number
ZAGLB9255701

COMMON POLICY CHANGE ENDORSEMENT

Endorsement No. 001

ARCH INSURANCE COMPANY

Named Insured OBSIDIAN GROUP HOLDINGS, LLC

Effective Date: 05-01-23
12:01 A.M., Standard Time

Agent Name EDGEWOOD PARTNERS INSURANCE CENTER

Agent No. 34911

POLICY CHANGES ENDORSEMENT DESCRIPTION (CONT'D)

TO: OBSIDIAN GROUP HOLDINGS, LLC
UNIVERSAL ENGINEERING SCIENCES HOLDINGS, INC.
UNIVERSAL ENGINEERING SCIENCES MIDCO, INC.
OBSIDIAN GROUP ACQUISITIONS, INC.
UNIVERSAL ENGINEERING SCIENCES, LLC
F/K/A UNIVERSAL ENGINEERING SCIENCES, INC.
CENTURION CONSULTANTS HOLDINGS, INC.
CENTURION CONSULTANTS, LLC
ARIES CONSULTANTS, LLC
MCGINLEY & ASSOCIATES, INC.
GEOTEK ENGINEERING COMPANY, INC.
GFA INTERNATIONAL, INC. DBA UNIVERSAL ENGINEERING SCIENCES
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NOVA GEOTECHNICAL AND INSPECTION SERVICES, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - NORTHERN NEVADA LLC
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F/K/A SUMMIT ENGINEERING, LABORATORY & TESTING, P.C.
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SPEEDIE & ASSOCIATES, LLC
DAN BROWN AND ASSOCIATES, LLC
CARMICHAEL ENGINEERING LLC - A UES COMPANY
FAULKNER ENGINEERING SERVICES LLC
GRUBBS, HOSKYN, BARTON & WYATT, INC.

ALL OTHER TERMS AND CONDITIONS REMAIN THE SAME

REMOVAL PERMIT

If this policy includes the Commercial Property Coverage Part, the following applies with respect to the Coverage Part:

If Covered Property is removed to a new location that is described on this Policy Change, you may extend this insurance to include that Covered Property at each location during the removal. Coverage at each location will apply in the proportion that the value at each location bears to the value of all Covered Property being removed. This permit applies up to 10 days after the effective date of this Policy Change; after that, this insurance does not apply at the previous location.

Policy Number
ZAWCI9995401

ENDORSEMENT

ARCH INSURANCE COMPANY

Insured Name **OBSIDIAN GROUP HOLDINGS, LLC** Policy Effective Date: **05-01-2023** 12:01 A.M., Standard Time

Agent Name **EDGEWOOD PARTNERS INSURANCE CENTER** Agent No. **34911**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

THE INSURED NAME HAS BEEN CHANGED

FROM: OBSIDIAN GROUP HOLDINGS, LLC
OBSIDIAN GROUP ACQUISITIONS, INC.
UNIVERSAL ENGINEERING SCIENCES, LLC
F/K/A UNIVERSAL ENGINEERING SCIENCES, INC.
CENTURION CONSULTANTS HOLDINGS, INC.
CENTURION CONSULTANTS, LLC
ARIES CONSULTANTS, LLC
MCGINLEY & ASSOCIATES, INC.
GEOTEK ENGINEERING COMPANY, INC.
GFA INTERNATIONAL, INC. DBA UNIVERSAL ENGINEERING SCIENCES
UNIVERSAL ENGINEERING INSPECTIONS, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - NORTHERN NEVADA LLC
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CONTOUR ENGINEERING, LLC
IQC SOUTHWEST LLC
RIVER CITY GEOPROFESSIONALS, INC. DBA UNIVERSAL ENGINEERING SCIENCES

Coverage Parts Affected

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
All other terms and conditions of this Policy remain unchanged.
(The information below is required to be completed only when this endorsement is issued subsequent to the policy effective date.)

Endorsement Effective Date **05/01/2023** , this endorsement forms part of Policy Number **ZAWCI9995401**

Insured Name: **OBSIDIAN GROUP HOLDINGS, LLC** **TO BE ADJUSTED AT AUDIT**

Policy Effective Date: **05-01-2023**

NCCI Carrier Code: **28355**

Endorsement No: **001**

WC 89 06 00 A

Policy Number
ZAWCI9995401

ENDORSEMENT

ARCH INSURANCE COMPANY

Insured Name **OBSIDIAN GROUP HOLDINGS, LLC** Policy Effective Date: 05-01-2023
12:01 A.M., Standard Time

Agent Name **EDGEWOOD PARTNERS INSURANCE CENTER** Agent No. 34911

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

QUALITY CONTROL CONSULTANTS, INC.
CONSTRUCTION TESTING AND ENGINEERING, INC.
CONSTRUCTION TESTING AND ENGINEERING, SOUTH, INC.
QC SOUTHWEST, INC.
SUMMIT ENGINEERING, LABORATORY & TESTING, INC.
F/K/A SUMMIT ENGINEERING, LABORATORY & TESTING, P.C.
F/K/A SUMMIT ELT, INC.
GEOSERVICES, LLC
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GEOTECHNOLOGY LIVING, LLC
GPR TESTING AND INSPECTION LLC
GSI ENGINEERING LLC
SPEEDIE & ASSOCIATES, LLC
DAN BROWN AND ASSOCIATES, PC
CARMICHAEL ENGINEERING LLC - A UES COMPANY
FAULKNER ENGINEERING SERVICES LLC
GRUBBS, HOSKYN, BARTON & WYATT, INC.

TO: OBSIDIAN GROUP HOLDINGS, LLC

Coverage Parts Affected

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
All other terms and conditions of this Policy remain unchanged.
(The information below is required to be completed only when this endorsement is issued subsequent to the policy effective date.)

Endorsement Effective Date 05/01/2023 , this endorsement forms part of Policy Number ZAWCI9995401

Insured Name: OBSIDIAN GROUP HOLDINGS, LLC TO BE ADJUSTED AT AUDIT

Policy Effective Date: 05-01-2023

NCCI Carrier Code: 28355

Endorsement No: 001

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Policy Number
ZAWCI9995401

ENDORSEMENT

ARCH INSURANCE COMPANY

Insured Name OBSIDIAN GROUP HOLDINGS, LLC

Policy Effective Date: 05-01-2023
12:01 A.M., Standard Time

Agent Name EDGEWOOD PARTNERS INSURANCE CENTER

Agent No. 34911

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

OBSIDIAN GROUP ACQUISITIONS, INC.
UNIVERSAL ENGINEERING SCIENCES, LLC
F/K/A UNIVERSAL ENGINEERING SCIENCES, INC.
CENTURION CONSULTANTS HOLDINGS, INC.
CENTURION CONSULTANTS, LLC
ARIES CONSULTANTS, LLC
MCGINLEY & ASSOCIATES, INC.
GEOTEK ENGINEERING COMPANY, INC.
GFA INTERNATIONAL, INC. DBA UNIVERSAL ENGINEERING SCIENCES
UNIVERSAL ENGINEERING INSPECTIONS, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES, LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - NORTHERN NEVADA LLC
NOVA GEOTECHNICAL AND INSPECTION SERVICES - SO CAL (A CALIFORNIA CORPORATION)
CONTOUR ENGINEERING, LLC
IQC SOUTHWEST LLC
RIVER CITY GEOPROFESSIONALS, INC. DBA UNIVERSAL ENGINEERING SCIENCES
QUALITY CONTROL CONSULTANTS, INC.
CONSTRUCTION TESTING AND ENGINEERING, INC.
CONSTRUCTION TESTING AND ENGINEERING, SOUTH, INC.
QC SOUTHWEST, INC.

Coverage Parts Affected

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
All other terms and conditions of this Policy remain unchanged.

(The information below is required to be completed only when this endorsement is issued subsequent to the policy effective date.)

Endorsement Effective Date 05/01/2023 , this endorsement forms part of Policy Number ZAWCI9995401

Insured Name: OBSIDIAN GROUP HOLDINGS, LLC TO BE ADJUSTED AT AUDIT

Policy Effective Date: 05-01-2023

NCCI Carrier Code: 28355

Endorsement No: 001

WC 89 06 00 A

Policy Number
ZAWCI9995401

ENDORSEMENT

ARCH INSURANCE COMPANY

Insured Name **OBSIDIAN GROUP HOLDINGS, LLC** Policy Effective Date: **05-01-2023** 12:01 A.M., Standard Time

Agent Name **EDGEWOOD PARTNERS INSURANCE CENTER** Agent No. **34911**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SUMMIT ENGINEERING, LABORATORY & TESTING, INC.
F/K/A SUMMIT ENGINEERING, LABORATORY & TESTING, P.C.
F/K/A SUMMIT ELT, INC.
GEOSERVICES, LLC
GEOTECHNOLOGY, LLC
GEOTECHNOLOGY EQUIPMENT, LLC
GEOTECHNOLOGY EXPLORATION, LLC
GEOTECHNOLOGY LIVING, LLC
GPR TESTING AND INSPECTION LLC
GSI ENGINEERING LLC
SPEEDIE & ASSOCIATES, LLC
DAN BROWN AND ASSOCIATES, LLC
CARMICHAEL ENGINEERING LLC - A UES COMPANY
FAULKNER ENGINEERING SERVICES LLC
GRUBBS, HOSKYN, BARTON & WYATT, INC.

THE FOLLOWING ENTITY NAME(S) HAVE BEEN CHANGED FROM: DAN BROWN AND ASSOCIATES, PC TO: DAN BROWN AND ASSOCIATES, LLC

Coverage Parts Affected

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
All other terms and conditions of this Policy remain unchanged.
(The information below is required to be completed only when this endorsement is issued subsequent to the policy effective date.)

Endorsement Effective Date **05/01/2023** , this endorsement forms part of Policy Number **ZAWCI9995401**

Insured Name: **OBSIDIAN GROUP HOLDINGS, LLC** **TO BE ADJUSTED AT AUDIT**

Policy Effective Date: **05-01-2023**

NCCI Carrier Code: **28355**

Endorsement No: **001**

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

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

SCHEDULE

Name of Person(s) or Organization(s):
BY WRITTEN CONTRACT OR AGREEMENT

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

Under **Covered Autos Liability Coverage**, the **Who is An Insured** provision is amended to include as an "insured" the person(s) or organization(s) named in the Schedule above, but only with respect to their legal liability for your acts or omissions or acts or omissions of any person for whom **Covered Auto Liability Coverage** is afforded under this policy.

All other terms and conditions of this Policy remain unchanged.

Endorsement Number:

Policy Number: ZACAT9289701

Named Insured: OBSIDIAN GROUP HOLDINGS, LLC

This endorsement is effective on the inception date of this Policy unless otherwise stated herein:

Endorsement Effective Date: 5/1/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PRIMARY AND NONCONTRIBUTORY – OTHER INSURANCE CONDITION

This endorsement modifies insurance provided under the following:

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

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

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

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

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

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

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

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

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

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

This endorsement modifies insurance provided under the following:

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

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

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

Named Insured: OBSIDIAN GROUP HOLDINGS, LLC

Endorsement Effective Date: 05/01/2023

SCHEDULE

Name(s) Of Person(s) Or Organization(s):
ANY PERSON OR ORGANIZATION WHERE WAIVER OF OUR RIGHT TO RECOVER IS PERMITTED BY LAW AND IS REQUIRED BY WRITTEN CONTRACT PROVIDED SUCH CONTRACT WAS EXECUTED PRIOR TO THE LOSS.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location(s) Of Covered Operations
WHERE REQUIRED BY WRITTEN CONTRACT, PRIOR TO KNOWN LOSS.	ALL PROJECTS

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured(s) at the location(s) designated above.

However:

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

B. With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "bodily injury" or "property damage" occurring after:

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

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

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

1. Required by the contract or agreement; or
2. Available under the applicable limits of insurance;

whichever is less.

This endorsement shall not increase the applicable limits of insurance.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – COMPLETED OPERATIONS

This endorsement modifies insurance provided under the following:

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

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location And Description Of Completed Operations
WHERE REQUIRED BY WRITTEN CONTRACT, PRIOR TO KNOWN LOSS.	ALL PROJECTS
PERFORMANCE OF OPERATIONS AT ANY LOCATION ON BEHALF OF SUCH PERSON(S) OR ORGANIZATION(S), PRIOR TO LOSS.	
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

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A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by "your work" at the location designated and described in the Schedule of this endorsement performed for that additional insured and included in the "products-completed operations hazard".

However:

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

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

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

1. Required by the contract or agreement; or
2. Available under the applicable limits of insurance;

whichever is less.

This endorsement shall not increase the applicable limits of insurance.

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PRIMARY AND NONCONTRIBUTORY – OTHER INSURANCE CONDITION

This endorsement modifies insurance provided under the following:

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

The following is added to the **Other Insurance** Condition and supersedes any provision to the contrary:

Primary And Noncontributory Insurance

This insurance is primary to and will not seek contribution from any other insurance available to an additional insured under your policy provided that:

(1) The additional insured is a Named Insured under such other insurance; and

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

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

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

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
ELECTRONIC DATA LIABILITY COVERAGE PART
LIQUOR LIABILITY COVERAGE PART
POLLUTION LIABILITY COVERAGE PART DESIGNATED SITES
POLLUTION LIABILITY LIMITED COVERAGE PART DESIGNATED SITES
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART
RAILROAD PROTECTIVE LIABILITY COVERAGE PART
UNDERGROUND STORAGE TANK POLICY DESIGNATED TANKS

SCHEDULE

Name Of Person(s) Or Organization(s):
ANY PERSON OR ORGANIZATION WHERE WAIVER OF OUR RIGHT TO RECOVER IS PERMITTED BY LAW AND IS REQUIRED BY WRITTEN CONTRACT PROVIDED SUCH CONTRACT WAS EXECUTED PRIOR TO THE LOSS.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

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

We waive any right of recovery against the person(s) or organization(s) shown in the Schedule above because of payments we make under this Coverage Part. Such waiver by us applies only to the extent that the insured has waived its right of recovery against such person(s) or organization(s) prior to loss. This endorsement applies only to the person(s) or organization(s) shown in the Schedule above.

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WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

This agreement shall not operate directly or indirectly to benefit anyone not named in the Schedule.

Schedule

ANY PERSON OR ORGANIZATION WHERE WAIVER OF OUR RIGHT TO RECOVER IS PERMITTED BY LAW AND IS REQUIRED BY WRITTEN CONTRACT PROVIDED SUCH CONTRACT WAS EXECUTED PRIOR TO DATE OF LOSS.

For policies or exposure in Missouri:

Any person or organization for which the employer has agreed by written contract, executed prior to loss, may execute a waiver of subrogation. However, for purposes of work performed by the employer in Missouri, this waiver of subrogation does not apply to any construction group of classifications as designated by the waiver of right to recover from others (subrogation) rule in our manual.

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective 05/01/2023 Policy No. ZAWCI9995401 Endorsement No.
Insured OBSIDIAN GROUP HOLDINGS, LLC Premium INCL.
Insurance Company ARCH INSURANCE COMPANY

Countersigned By _____

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POLICY NUMBER: ZAWCI9995401

WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT - CALIFORNIA

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

You must maintain payroll records accurately segregating the remuneration of your employees while engaged in the work described in the Schedule.

The additional premium for this endorsement shall be 2 % of the California workers' compensation premium otherwise due on such remuneration.

SCHEDULE

PERSON OR ORGANIZATION	JOB DESCRIPTION
ANY PERSON OR ORGANIZATION WHERE WAIVER OF OUR RIGHT TO RECOVER IS PERMITTED BY LAW AND IS REQUIRED BY WRITTEN CONTRACT PROVIDED SUCH CONTRACT WAS EXECUTED PRIOR TO DATE OF LOSS.	ALL JOBS UNDER CONTRACT

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.
(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective 05-01-23 Policy No. ZAWCI9995401 Endorsement No.

Insured OBSIDIAN GROUP HOLDINGS, LLC Premium $ INCL.

Insurance Company ARCH INSURANCE COMPANY

Countersigned By _____

DATE OF ISSUE: 05-02-23

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #24-90 – Aequor Healthcare Services LLC. (DeGenna/Jefferson)

Aequor Healthcare Services LLC will provide a deaf and hard-of-hearing teacher to the Special Education Department.

Term of Agreement: August 15, 2024 through June 30, 2025

FISCAL IMPACT:
Not to exceed $197,000.00 – Special Education Funds

RECOMMENDATION:
It is recommended by the Director, Special Education Services, and the Superintendent, that the Board of Trustees ratify Agreement #24-90 with Aequor Healthcare Services LLC.

ADDITIONAL MATERIALS:

Attached: Agreement #24-90, Aequor Healthcare Services 2024-25 (15 Pages)
Rate Sheet (1 Page)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

24-90

Contract Number

This Services Agreement (the "Agreement") is made and entered into this 21st day of August, 2024 by and between Oxnard School District (hereinafter referred to as "District") and Aequor Healthcare Services LLC., (hereinafter referred to as "Provider.")

PROVIDER.

Aequor Healthcare Services LLC.	718-787-3800
Provider	Telephone Number
377 Hoes Lane, Ste.300	718-787-0024
Street Address	Fax Number
Piscataway, NJ 08854	steve.benner@aequor.com
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").

   District , at District'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 15, 20 24, and terminate on June 30, 20 25. 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.

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	Aequor Healthcare Services LLC.
District	Provider
Attn: Danielle Jefferson	Attn: Steve Benner
1051 South A Street	377 Hoes Lane, Suite 300
Street	Street
Oxnard, CA 93030	Piscataway, NJ 08854
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.

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	Aequor Healthcare Services LLC.
District	Provider
By:	
Signature	Signature
Melissa Reyes	
Name	Name
Interim Director, Purchasing	
Title	Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provide a deaf and hard of hearing teacher to the Special Education Department for the 2024-2025 school year.

WORK SCHEDULE:

Per District Calendars - July 1, 2024 through June 30, 2025

SCHEDULE OF FEES

FEES:

Compensation for Services	$ 197,000.00
Actual and Necessary Travel Expenses	$
Other Expenses	$
Total Amount not to Exceed	$ 197,000.00
Deposit	$
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/Time Sheets to be submitted monthly to djefferson@oxnardsd.org, khenry@oxnardsd.org and accountspayable@oxnardsd.org. Terms are Net 30.

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 21, 2024

Provider: Aequor Healthcare Services LLC.

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: _____

Discipline	Hourly Rate
Speech Language Pathologist	$100/monolingual & $110/bilingual
SLPA	$85/monolingual & $90/bilingual
Occupational Therapist	$100
COTA	$85
Special Education Teachers	$100
School Psychologist	$125
Physical Therapist	$100
BCBA	$135
RBT	$70
Paraprofessionals	$55
RN	$85
LVN	$75
CNA	$60
Social Worker	$100
SEL Specialist	$100
Certified Reading Specialist	$100
DHH/TVI	$120
Interpreter	$75 non EIPA certified & $90 EIPA certified

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #24-99 – 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: August 14, 2024 through June 30, 2025

FISCAL IMPACT:
Not to exceed $600,000.00 - Special Education Funds

RECOMMENDATION:
It is the recommendation of the Director, Special Education, and Superintendent, that the Board of Trustees ratify Agreement #24-99 with Epic Special Education Staffing.

ADDITIONAL MATERIALS:

Attached: Agreement #24-99, Epic Special Education Staffing (16 Pages)
Rate Sheet (4 Pages)

SERVICES AGREEMENT

Requisition Number

Purchase Order Number

24-99
Contract Number

This Services Agreement (the "Agreement") is made and entered into this 21st day of August, 2024 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 August 14, 20 24, and terminate on June 30, 20 25. 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
Melissa Reyes	_____
Name	Name
Interim Director, Purchasing	_____
Title	Title

24-99

Contract Number

STATEMENT OF WORK

DESCRIPTION OF WORK:

Provide Supplemental Special Education Staffing for the 2024-2025 school year.

WORK SCHEDULE:

Per District Calendar

24-99

Contract Number

SCHEDULE OF FEES

FEES:

Compensation for Services	$ **600,000.00**
Actual and Necessary Travel Expenses	$ **0.00**
Other Expenses	$ **0.00**
Total Amount not to Exceed	$ **600,000.00**
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:

Please submit invoices to accountspayable@oxnardsd.org, djefferson@oxnardsd.org, and khenry@oxnardsd.org. Net 30 terms

ADDITIONAL COSTS OF EXPENSES:

N/A

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: August 21, 20 24

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

24-99
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

Staffing Confirmation Agreement

This Staffing Confirmation Agreement ("Agreement - Exhibit A") is entered into on July 23, 2024 by and between **3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing** and Oxnard School District collectively referred to herein as "the Parties." **The Parties agree to the below:**

Therapist Name:	Jeremy Nordman, OT
Start Day & Date:	Tuesday, 08/13/2024
Time to Arrive:	8:00 AM
First Day Location:	TBD
Report to Person:	TBD
School Assignment:	TBD
Weekly Work Schedule:	40 Hours per Week / 1/2 hour lunch unpaid. Exact schedule TBD.
Assignment Dates:	August 13, 2024 TO June 27, 2025
Approved Time Off:	None Discussed
Guaranteed Hours:	40.00 billable hrs, 30 mins unpaid lunch, 42.50 total hours
Cancellation Notice:	20 working days
Bill Rate:	$ 108.00
Overtime/Holiday Rate:	$ 162.00
Mileage Reimbursement:	Billed at current IRS mileage reimbursement rate for all work-related activities

All time over 40 hours in a workweek will be paid at time and one half (1.5) (CA – anything over 8 hours in aday will be paid at time and one half (1.5)

District Name and Address:	Oxnard School District 1051 South A Street Oxnard, CA 93030
District Telephone Number:	805-385-1501 x 1611
District Department Director Name:	Danielle Jefferson
Estimated Caseload:	TBD
Timesheet Approver Email Address and Name:	Anna Gutierrez, amgutierrez@oxnardsd.org /
Billing Info:	Danielle Jefferson, djefferson@oxnardsd.org
Billing Address:	1051 South A Street Oxnard, CA 93030
Billing Telephone Number:	(805) 385-1501 x 2175
Billing Contact Info:	Anna Gutierrez
Billing Email Address:	amgutierrez@oxnardsd.org

Supervision/Materials/Equipment/Hours and Enrollment: Client will provide appropriate supervision, materials and equipment to therapist. 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, Client acknowledges that the Contractor is guaranteed these hours. Upon mutual agreement, Client may reassign Contractor to another caseload.

***Mileage Reimbursement:** billed and reimbursed at IRS rate. Applicable when Contractor commutes to more than 1 working location per day.

Cancellation of Services: A minimum 20 business working days written notice must be given to Epic Special Education Staffing directly for cancellation or early termination of contract.

Payment Terms: Payment is due in full within thirty (30) days of invoice. Failure to pay will result in Client being responsible for all collections costs, including, but not limited to, attorney's fees and costs.

All time over 40 hours in a workweek will be paid at time and one half (1.5) (CA – anything over 8 hours in a day will be paid at time and one half (1.5)

Conversion Terms: Client acknowledges the Therapist named herein is an employee of Epic Special Education Staffing and that any hiring or employment scenario - permanent hire, interim, contract or otherwise - within 12 months of this placement, will be arranged through Epic Special Education Staffing and client agrees to pay a conversion fee of 35% of the subject Therapist's annual salary as liquidated damages to Epic Special Education Staffing within 30 days of being invoiced for the same. Contract conversion terms available upon request.

Client acknowledges and agrees that this Staffing Confirmation Agreement contains the specific terms of the individual contractor's assignment for services in accordance with the terms of the Epic Special Education Staffing Services Agreement. If there is a conflict between the terms of this Staffing Confirmation Agreement and the Epic Special Education Staffing Services Agreement, the terms of the Epic Special Education Staffing Services Agreement shall prevail. Unless the Client provides written notice of any objection or correction needed within the earlier of (i) ten (10) business days upon receipt of this Staffing Confirmation Agreement from Epic Special Education Staffing, or (ii) five (5) business days prior to the start of such assignment, this Exhibit A shall be deemed accepted by the Client and be deemed a binding agreement in all respects.

Staffing Confirmation Agreement

This Staffing Confirmation Agreement ("Agreement - Exhibit A") is entered into on May 1, 2024 by and between **3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing** and Oxnard School District collectively referred to herein as "the Parties." **The Parties agree to the below:**

Therapist Name:	Claudia Garcia, SLPA
Start Day & Date:	Thursday, 08/15/2024
Time to Arrive:	8:00 AM
First Day Location:	TBD
Report to Person:	TBD
School Assignment:	TBD
Weekly Work Schedule:	Monday to Friday 8:00 AM – 4:00 PM w/ paid lunch break
Assignment Dates:	August 15, 2024 TO June 14, 2025
Approved Time Off:	None Discussed
Guaranteed Hours:	40.00 billable hrs, 30 mins paid lunch, 40 total hours
Cancellation Notice:	20 working days
Bill Rate:	$ 80.00
Overtime/Holiday Rate:	$ 120.00
Mileage Reimbursement:	Billed at current IRS mileage reimbursement rate for all work-related activities

All time over 40 hours in a workweek will be paid at time and one half (1.5) (CA – anything over 8 hours in aday will be paid at time and one half (1.5)

District Name and Address:	Oxnard School District 1051 South A Street Oxnard, CA 93030
District Telephone Number:	805-385-1501 x 1611
District Department Director Name:	Danielle Jefferson
Estimated Caseload:	TBD
Timesheet Approver Email Address and Name:	Christy Garibay, cgaribay@oxnardsd.org

Billing Info:

Billing Address:	1051 South A Street Oxnard, CA 93030
Billing Telephone Number:	(805) 385-1501 x 2175
Billing Contact Info:	Christy Garibay
Billing Email Address:	cgaribay@oxnardsd.org

Supervision/Materials/Equipment/Hours and Enrollment: Client will provide appropriate supervision, materials and equipment to therapist. 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, Client acknowledges that the Contractor is guaranteed these hours. Upon mutual agreement, Client may reassign Contractor to another caseload.

***Mileage Reimbursement:** billed and reimbursed at IRS rate. Applicable when Contractor commutes to more than 1 working location per day.

Cancellation of Services: A minimum 20 business working days written notice must be given to Epic Special Education Staffing directly for cancellation or early termination of contract.

Payment Terms: Payment is due in full within thirty (30) days of invoice. Failure to pay will result in Client being responsible for all collections costs, including, but not limited to, attorney's fees and costs.

All time over 40 hours in a workweek will be paid at time and one half (1.5) (CA – anything over 8 hours in a day will be paid at time and one half (1.5)

Conversion Terms: Client acknowledges the Therapist named herein is an employee of Epic Special Education Staffing and that any hiring or employment scenario - permanent hire, interim, contract or otherwise - within 12 months of this placement, will be arranged through Epic Special Education Staffing and client agrees to pay a conversion fee of 35% of the subject Therapist's annual salary as liquidated damages to Epic Special Education Staffing within 30 days of being invoiced for the same. Contract conversion terms available upon request.

Client acknowledges and agrees that this Staffing Confirmation Agreement contains the specific terms of the individual contractor's assignment for services in accordance with the terms of the Epic Special Education Staffing Services Agreement. If there is a conflict between the terms of this Staffing Confirmation Agreement and the Epic Special Education Staffing Services Agreement, the terms of the Epic Special Education Staffing Services Agreement shall prevail. Unless the Client provides written notice of any objection or correction needed within the earlier of (i) ten (10) business days upon receipt of this Staffing Confirmation Agreement from Epic Special Education Staffing, or (ii) five (5) business days prior to the start of such assignment, this Exhibit A shall be deemed accepted by the Client and be deemed a binding agreement in all respects.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section C: Personnel Agreement

Ratification of Agreement #24-101 – Aspen University (Torres)

Ms. Janie MacGillivray, who currently works as a School Nurse for OSD, is also enrolled in an online Master's of Science in Nursing program at Aspen University. As part of her coursework, she is required to complete a practicum/observation experience. To support her and avoid the need for a leave of absence, we propose entering into an agreement with Aspen University. This arrangement will enable Ms. MacGillivray to continue serving OSD students while fulfilling her academic requirements.

Term of Agreement: August 12, 2024 through December 01, 2025

FISCAL IMPACT:
None

RECOMMENDATION:
It is recommended by the Assistant Superintendent, Human Resources, that the Board of Trustees ratify Agreement #24-101 with Aspen University.

ADDITIONAL MATERIALS:

Attached: Agreement #24-101, Aspen University (2 Pages)

Immersion/Practicum Site Agreement

This PRACTICUM AGREEMENT is entered into between the ASPEN UNIVERSITY INC. with its principal place of business located 4615 East Elwood Street Suite 100, Phoenix, AZ 85040 (hereinafter referred to as "SCHOOL") and __ **Oxnard School District**_(hereinafter referred to as "AGENCY"). This agreement shall replace or supersede all other agreements between the parties.

WHEREAS, the mission of the Aspen University School of Nursing and Health Sciences is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice.

WHEREAS, the Master in Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, and practice within a diverse society and across a spectrum of healthcare settings.

WHEREAS, the AGENCY is willing to share its facilities with the SCHOOL by making its resources available for the instruction of students.

NOW, THEREFORE, for and in consideration of the foregoing objectives and in further consideration of the covenants and promises hereinafter set forth, the parties hereto mutually agree as follows:

1. Upon inception, the graduate student shall execute a form acknowledging all applicable policies required by SCHOOL and AGENCY.

2. The graduate student participating in the practicum experience at the AGENCY will be enrolled in the graduate nursing program and currently enrolled in a graduate nursing course with an appropriately credentialed faculty member.

3. The graduate student will hold a current, unencumbered nursing license. This license is on file with the SCHOOL and available upon request to the AGENCY.

4. A general orientation to the AGENCY will be provided by the Preceptor or AGENCY designee and must be attended by the graduate student prior to beginning the practicum experience.

5. When on AGENCY premises, the graduate student will be under the direct supervision of a specified Preceptor agreed upon by the SCHOOL and AGENCY.

6. The graduate student and Preceptor will negotiate the specific areas of the practicum experience in alignment with the requirements of the graduate course in which the student is enrolled.

7. The SCHOOL shall instruct the graduate student that he/she shall follow all administrative policies, standards and practices of AGENCY while participating in the practicum experience to the extent that AGENCY's rules and regulations do not contradict the SCHOOL'S rules and regulations.

8. Where the AGENCY provides direct patient care, the SCHOOL and the graduate student shall comply with the AGENCY'S applicable policy regarding the Health Insurance Portability and Accountability Act (HIPAA) and shall not disclose any records concerning a patient or participant to any third party without the prior written consent of the AGENCY.

9. Upon mutual agreement, the AGENCY reserves the right, upon consultation with the SCHOOL, to require the dismissal or removal from the AGENCY any graduate student (i) whose personal characteristics prevent desirable relationships with AGENCY, (ii) whose health status is a detriment to the graduate student's successful completion of the practicum experience or to the welfare of patient or participants or (iii) whose performance, after appropriate instruction and counseling, continues to fall below the level required to maintain practice standards.

10. The SCHOOL agrees that the faculty member may serve as consultant and on committees of the AGENCY when requested by the AGENCY.

11. There will be no exchange of monies between the AGENCY, the SCHOOL, the Preceptor, or the graduate student.

12. The graduate student will be responsible for personal transportation, meals, laundry and health care needs in the performance of this agreement.

13. To the extent permitted by applicable law, each party does hereby covenant and agree to indemnify and hold harmless the other party, its appointed boards and commissions, officials, officers, employees, students, and subagents, individually and collectively, from all fines, claims, demands, suits or actions of any kind and nature by reason of its acts or omissions occurring in the performance of this Agreement. Nothing in this Agreement or in its performance shall be construed to result in any person being the officer, agent, employee or servant of either party when such person, absent of this Agreement and the performance thereof, would not in law have had such status. Nothing in the execution of this Agreement or in its performance shall be construed to establish a joint venture by the parties hereto.

14. Both parties, in connection with any service or other activity under this Agreement, agree not to unlawfully discriminate against any person on the grounds of race, color, religion, sex, sexual orientation, gender identity, national origin, ethnicity, age, disability, political affiliations or belief. The SCHOOL and the AGENCY will comply with Title VII of the Civil Rights Act of 1964, Americans with Disabilities Act (ADA) of 1991, Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973.

15. In addition to those laws specifically mentioned in this Agreement, AGENCY shall comply with all applicable policies of SCHOOL applicable to it and comply with all applicable laws and rules.

16. The SCHOOL and AGENCY will maintain in effect during the entire term of this Agreement, at their sole respective cost and expense, at least $1,000,000 of commercial general liability insurance on a standard comprehensive occurrence form. The SCHOOL and AGENCY will make certificates of insurance available to each other upon request. The SCHOOL and AGENCY will maintain in effect during the entire term of this Agreement, at their sole respective cost and expense, Medical Errors & Omission coverage.

17. This agreement will expire on **December 1, 2025** ***(enter a month/day/year at least 1 year from the anticipated practicum course start date)*** unless terminated by either party upon giving 30 days advance written notice to the other party.

Aspen University (leave blank)	**Agency** Oxnard School District
Signature: _____	Physical Signature: _____
Print Name: _____	Printed Name: Melissa Reyes
Title: _____	Title: Interim Director, Purchasing
Date: _____	Date: _____

Student: Please email this form to ofe@aspen.edu in .pdf format.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norman R. Brekke Elementary School	56725386114029	May 22, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Norman R. Brekke Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Norman R. Brekke Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and ensure optimal outcomes for all students. 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 grade level standards-based first instruction. School administrators regularly use learning walks (class visitations) to observe, validate and support the implementation of best practices and rigorous Tier 1 instruction.

We use our Common Core State Standards to guide our academic focus. At every grade level, teachers and staff provide students with meaningful opportunities to think critically and creatively and to communicate and collaborate within a framework of rigorous grade-level curricula. Aggregated and disaggregated data dives embedded in Continuous Cycles of Improvement are used to measure and improve instructional practices. In addition to our focus on strong first instruction, Brekke continues to provide targeted intervention and enrichment through our Multi-Tiered Systems of Support (MTSS).

We use a variety of online personalized learning programs to help challenge and inspire students. For example, Accelerated Reader (AR) is used school-wide to encourage students to read independently and master individualized literacy goals. AR encourages students to pursue their own interests and helps foster life-long readers. Other adaptive online learning applications include Lexia, Zearn, IXL and ST Math. In addition to skill practice and enrichment, these programs provide students, families and teachers with valuable data regarding student fluency in math and language arts.

At Brekke, we fund an Intervention Service Provider to help provide small group targeted instruction and intervention. Teachers and administrators use Star instructional planning data and mastery reports to create instructional groups based on targeted SMART goals. Star custom tests and progress monitoring help us keep our groups fluid and targeted.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards coupled with embedded opportunities to practice and grow academic language in the classroom. Extended learning opportunities for English Learners are available throughout the year and focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing).

During staff meetings and weekly grade level collaborations. PLC's work together to analyze data, plan lessons and design targeted whole group and small group instruction. With guidance from our Leadership Team, grade levels have created data-driven Instructional Progress Plans that include a scope and sequence for our Common Core State Standards and corresponding best practice pedagogies.

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). S.T.O.I.C. helps us promote academic focus and positive engagement. Our PBIS Team uses S.T.O.I.C. in all grade levels to help build resiliency and gritty growth mindsets with our students and staff members.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multi-purpose space that provides social-emotional supports and is accessible to all students. The Dolphin Cove includes sensory and calming stations, a sensory path, a reading corner, coloring and journaling stations, a stretching and grounding station and STEAM activities. We also use this space for our drumming circles to help support mindfulness, problem-solving and community building. In the classroom, Tier 1 PBIS and SEL supports are implemented with year-long teacher-led SEL lessons and activities.

At Brekke, we value and nurture family and community alliances. We have an active PTA, School Site Council and ELAC committee and we offer family-friendly events such as Back to School Night, Open House, Fall Fest, Winter Movie Night and our Kindness Dance to help build community and support throughout the year.

At Brekke, we believe that everyone deserves a world-class education. We work hard and smart in and out of the classroom, and know that learning is a life-long journey. We love what we do and we celebrate bringing out the best in each other.

Educational Partner Involvement

How, when, and with whom did Norman R. Brekke Elementary 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 School Site Council, ELAC, PTA and staff members. Recommendations from our various educational partners help us align our annual budget with prioritized needs and outcomes. For example, our ELAC and Site Council members proposed funding a second Instructional Support Provider to increase support for students in need.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

According to our 2023-2024 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. Targeted funds allocated for after school tutoring and intervention for students were not fully utilized due to staffing shortages. In response, in 2024-2025, we have decided to fund an additional Intervention Support Provider using our Title 1 funds.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Brekke's Academic Engagement "Chronic Absenteeism" rate for 2023 was at 35%, which is an increase of 7.9% from the previous year. Notably, the chronic absenteeism rate for Students with Disabilities was at 46.9%. Our PBIS team agrees that reducing chronic absenteeism is an urgent concern. We are creating an Action Plan that includes "root cause" data collection, increased family outreach, strengthened school-to-home communication, targeted support and school-wide incentives and celebrations for improved attendance rates.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Under Conditions and Climate, the Suspension Rate for all students is at performance level "blue." For Filipino students and Students with Disabilities, the performance level is "orange." Our 2023-2024 suspension rate was at 0%. We will continue to evaluate our current practices and disaggregate our data to better identify and remedy inequitable trends.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Overall, Brekke needs to continue to focus on improving our attendance rates for all students. Our PBIS and MTSS teams, along with input from our educational partners, will prioritize Cycles of Continuous Improvement to improve attendance and continue our trajectory of improved academic outcomes for all students. Our Title 1 funds will be used to prioritize additional support and include funding for two ISP teachers and after school tutoring. Relevant data points such as Star assessments, work samples, and classroom observations will be used to address areas of low performance and/or performance gaps to help improve student outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norman R. Brekke Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.17%	0.17%	1	1	1
African American	0.54%	0.68%	1.70%	3	4	10
Asian	5.62%	5.48%	6.80%	31	32	40
Filipino	5.80%	5.14%	4.76%	32	30	28
Hispanic/Latino	80.07%	81.68%	78.23%	442	477	460
Pacific Islander	0.36%	0.34%	0.34%	2	2	2
White	5.07%	3.94%	4.59%	28	23	27
Multiple/No Response	2.36%	2.57%	3.40%	13	15	20
			Total Enrollment	552	584	588

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	127	95
Grade 1	75	94	72
Grade 2	98	73	97
Grade3	89	98	73
Grade 4	97	95	100
Grade 5	95	97	104
Total Enrollment	552	584	588

Conclusions based on this data:

Our demographic data is similar to past years. We need to continue to meet the academic and socio-emotional needs of all students with an emphasis on First, Best Instruction and a robust MTSS framework.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	182	173	139	28.80%	33.0%	25.7%
Fluent English Proficient (FEP)	40	36	35	10.90%	7.2%	6%
Reclassified Fluent English Proficient (RFEP)		28	21	9.0%	16%	15%

Conclusions based on this data:

Brekke reclassified 21 English Learners in 2023-2024. 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 targeted, standards-based language proficiency ELD instruction for using district-adopted curriculum materials. Oral and written language supports and scaffolds will be integrated throughout all core subject areas by classroom teachers in help improve access to grade level subject matter for our EL students. Data points from Star assessments will be reviewed quarterly to help measure progress and adjust learning targets and support systems as needed.

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	95	7	7%	7	7%	18	19%	63	66%	Level 4	874
Grade 1	74	21	28%	14	19%	24	32%	15	20%	Level 3	839
Grade 2	5	5	100%	0	0%	0	0%	0	0%	Level 1	822

Conclusions based on this data:

Eighty-six percent of our kindergarten students are at proficiency in early literacy. In first grade, 54% of our students are at proficiency. The sizable gap between the two grade levels indicates that research-based Tier 2 intervention programs such as Sonday are essential. We will prioritize early literacy support for first grade with our ISP during the school day and fund after school tutoring opportunities with teachers to help support and grow early literacy mastery.

School and Student Performance Data

Star Reading

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	94	21	22%	19	20%	26	28%	28	30%	Level 2	942
Grade 3	71	11	15%	16	23%	24	34%	20	28%	Level 3	994
Grade 4	97	40	41%	16	16%	22	23%	19	20%	Level 2	1001
Grade 5	95	38	40%	19	20%	24	25%	14	15%	Level 2	1025

Conclusions based on this data:

The variability in reading proficiency scores between grades 2-3 and 4-5 is concerning. We also have substantial variation within grade levels. Our Leadership Team is analyzing second and third grade instructional practices to better understand why our performance levels vary. We all agree that it is important to ensure that our data-driven grade level meetings focus on productive curriculum planning, strong MTSS classroom practices, and SMART goals. Classroom observations, instructional rounds and progress monitoring meetings will target the implementation of best practices and areas of improvement. In addition, we will prioritize Tier 2 resources (ISP, LLI teacher, after school tutoring) to help support students who are not yet reading at grade 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	74	14	19%	27	36%	24	32%	9	12%	Level 2	852
Grade 2	94	20	21%	19	20%	28	30%	27	29%	Level 3	938
Grade 3	72	16	22%	11	15%	25	35%	20	28%	Level 3	996
Grade 4	97	23	24%	37	38%	28	29%	9	9%	Level 2	1012
Grade 5	94	38	40%	25	27%	15	16%	16	17%	Level 2	1048

Conclusions based on this data:

We again see substantial variability in performance outcomes for grades 2 and 3 and within grade levels. It is essential for us to identify effective and ineffective tools and practices and prioritize the implementation of what works best for our students. We know that productive grade level planning includes supporting our essential Common Core State Standards and ensuring instruction is consistently rigorous and carefully scoped and sequenced. Additional support from our TOSAs will be used to help us deepen our work. Our MTSS team will help ensure that students are receiving targeted support in and out of the classroom. We are funding a second ISP this year and their focus will be supporting math outcomes in fourth and fifth grade. Our PBIS team will help us promote ST Math usage with individual, class, and school-wide incentives and celebrations.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		86	91		85	91		85	91		98.8	100.0
Grade 4		92	93		92	93		92	93		100.0	100.0
Grade 5		95	94		95	94		95	94		100.0	100.0
All Grades		273	278		272	278		272	278		99.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2452.		25.88	31.87		27.06	27.47		16.47	20.88		30.59	19.78
Grade 4		2479.	2481.		28.26	36.56		28.26	18.28		23.91	17.20		19.57	27.96
Grade 5		2496.	2486.		21.05	20.21		29.47	25.53		21.05	27.66		28.42	26.60
All Grades	N/A	N/A	N/A		25.00	29.50		28.31	23.74		20.59	21.94		26.10	24.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	23.08		62.35	64.84		23.53	12.09
Grade 4		13.04	16.13		72.83	68.82		14.13	15.05
Grade 5		13.68	15.96		69.47	59.57		16.84	24.47
All Grades		13.60	18.35		68.38	64.39		18.01	17.27

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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	21.98		48.24	60.44		29.41	17.58
Grade 4		26.09	25.81		56.52	55.91		17.39	18.28
Grade 5		13.68	10.64		68.42	62.77		17.89	26.60
All Grades		20.59	19.42		58.09	59.71		21.32	20.86

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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	16.48		74.12	75.82		15.29	7.69
Grade 4		15.22	11.83		71.74	74.19		13.04	13.98
Grade 5		11.58	7.45		77.89	77.66		10.53	14.89
All Grades		12.50	11.87		74.63	75.90		12.87	12.23

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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	23.08		58.82	70.33		21.18	6.59
Grade 4		16.30	21.51		76.09	63.44		7.61	15.05
Grade 5		16.84	21.28		67.37	62.77		15.79	15.96
All Grades		17.65	21.94		67.65	65.47		14.71	12.59

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

In third grade, the number of students who exceeded state standards increased slightly with 55% of our third graders demonstrating proficiency. In fourth grade, performance varied by class. One classroom reached 67% proficiency, but the overall grade level demonstrated 49% proficiency in ELA and this was a decline of 7% from the year prior. In fifth grade, we saw significant growth in ELA with 52% of our students meeting or exceeding our state standards. We will continue to focus on high levels of student engagement, improved attendance rates, rigorous expectations in alignment with grade level standards, collaborative curriculum planning with an emphasis on identifying and implementing best practices and a flexible and cohesive MTSS program.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		86	91		86	89		86	89		100.0	97.8
Grade 4		93	93		93	92		93	92		100.0	98.9
Grade 5		95	94		95	93		95	93		100.0	98.9
All Grades		274	278		274	274		274	274		100.0	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2450.		18.60	26.97		34.88	30.34		17.44	20.22		29.07	22.47
Grade 4		2447.	2467.		7.53	15.22		26.88	32.61		33.33	26.09		32.26	26.09
Grade 5		2468.	2483.		10.53	12.90		20.00	22.58		26.32	22.58		43.16	41.94
All Grades	N/A	N/A	N/A		12.04	18.25		27.01	28.47		25.91	22.99		35.04	30.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	33.71		46.51	48.31		22.09	17.98
Grade 4		13.98	17.39		45.16	51.09		40.86	31.52
Grade 5		11.58	15.05		45.26	54.84		43.16	30.11
All Grades		18.61	21.90		45.62	51.46		35.77	26.64

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.34		47.67	41.57		26.74	28.09
Grade 4		6.45	21.74		60.22	54.35		33.33	23.91
Grade 5		9.47	8.60		49.47	52.69		41.05	38.71
All Grades		13.50	20.07		52.55	49.64		33.94	30.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.34		60.47	58.43		13.95	11.24
Grade 4		13.98	20.65		55.91	51.09		30.11	28.26
Grade 5		8.42	8.60		53.68	62.37		37.89	29.03
All Grades		15.69	19.71		56.57	57.30		27.74	22.99

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Conclusions based on this data:

In third grade, scores increased by 2% with 59% of our students meeting or exceeded state standards. In fourth grade, performance levels varied significantly, by class. One class demonstrated 47% proficiency but the overall grade level proficiency dropped to 30%. Math proficiency also declined in fifth grade with 28% of our students meeting or exceeding state standards. We are funding an additional ISP to help increase opportunities for Tier 2 math support in the upper grades for 2024-2025. We are also analyzing the strategies and materials used in different classrooms to help us better understand varying levels of efficacy. For example, structured classroom rotations with rigorous opportunities for blended learning are more engaging and productive than direct instruction. Our work is to identify and consistently implement Best, First Instruction materials and methodologies and effective MTSS strategies in all classrooms.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1424.9	1412.1		1434.4	1359.8		1402.6	26	0	27
1	1425.2	1462.4	1464.6	1433.9	1470.5	1461.4	1416.0	1453.5	1467.2	23	13	27
2	1444.5	1490.8	1487.0	1442.1	1484.0	1488.7	1446.4	1497.2	1484.5	29	31	21
3	1459.4	1480.0	1515.2	1453.4	1480.1	1513.5	1465.0	1479.4	1516.2	33	25	24
4	1512.0	1528.8	1525.0	1510.1	1526.1	1507.0	1513.4	1531.1	1542.4	25	28	21
5	1508.5	1539.8	1557.0	1509.7	1539.7	1547.7	1507.0	1539.4	1565.8	11	19	13
All Grades										147	116	133

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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		14.81	38.46		37.04	26.92		25.93	19.23		22.22	26		27
1	13.64	15.38	14.81	40.91	38.46	51.85	18.18	38.46	22.22	27.27	7.69	11.11	22	13	27
2	13.79	10.71	14.29	34.48	57.14	57.14	34.48	21.43	19.05	17.24	10.71	9.52	29	28	21
3	6.06	4.00	29.17	33.33	40.00	45.83	42.42	40.00	20.83	18.18	16.00	4.17	33	25	24
4	12.00	32.14	33.33	48.00	35.71	38.10	32.00	32.14	19.05	8.00	0.00	9.52	25	28	21
5	0.00	31.58	38.46	36.36	47.37	46.15	63.64	15.79	15.38	0.00	5.26	0.00	11	19	13
All Grades	10.96	18.58	22.56	38.36	44.25	45.86	34.25	29.20	21.05	16.44	7.96	10.53	146	113	133

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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		18.52	38.46		37.04	19.23		25.93	19.23		18.52	26		27
1	22.73	30.77	22.22	36.36	46.15	37.04	22.73	15.38	37.04	18.18	7.69	3.70	22	13	27
2	31.03	32.14	38.10	17.24	32.14	23.81	34.48	28.57	33.33	17.24	7.14	4.76	29	28	21
3	24.24	20.00	37.50	36.36	56.00	41.67	21.21	8.00	12.50	18.18	16.00	8.33	33	25	24
4	48.00	39.29	42.86	40.00	50.00	42.86	8.00	10.71	9.52	4.00	0.00	4.76	25	28	21
5	27.27	52.63	38.46	63.64	36.84	61.54	9.09	10.53	0.00	0.00	0.00	0.00	11	19	13
All Grades	29.45	34.51	31.58	35.62	44.25	39.10	20.55	15.04	21.80	14.38	6.19	7.52	146	113	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		7.41	30.77		18.52	34.62		51.85	34.62		22.22	26		27
1	4.55	15.38	18.52	36.36	30.77	40.74	31.82	38.46	18.52	27.27	15.38	22.22	22	13	27
2	3.45	10.71	14.29	37.93	50.00	57.14	34.48	25.00	19.05	24.14	14.29	9.52	29	28	21
3	9.09	0.00	12.50	24.24	28.00	45.83	36.36	40.00	37.50	30.30	32.00	4.17	33	25	24
4	8.00	17.86	33.33	36.00	35.71	28.57	28.00	35.71	9.52	28.00	10.71	28.57	25	28	21
5	0.00	15.79	30.77	0.00	31.58	23.08	81.82	36.84	46.15	18.18	15.79	0.00	11	19	13
All Grades	4.79	11.50	18.05	30.14	36.28	36.09	36.99	34.51	30.08	28.08	17.70	15.79	146	113	133

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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		29.63	61.54		55.56	19.23		14.81	26		27
1	40.91	53.85	59.26	40.91	46.15	37.04	18.18	0.00	3.70	22	13	27
2	20.69	17.86	19.05	58.62	75.00	66.67	20.69	7.14	14.29	29	28	21
3	21.21	20.00	29.17	63.64	60.00	62.50	15.15	20.00	8.33	33	25	24
4	48.00	60.71	47.62	40.00	32.14	47.62	12.00	7.14	4.76	25	28	21
5	18.18	15.79	46.15	72.73	84.21	46.15	9.09	0.00	7.69	11	19	13
All Grades	28.08	32.74	38.35	55.48	59.29	52.63	16.44	7.96	9.02	146	113	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		18.52	57.69		59.26	19.23		22.22	26		27
1	9.09	23.08	18.52	68.18	69.23	55.56	22.73	7.69	25.93	22	13	27
2	27.59	35.71	42.86	55.17	60.71	52.38	17.24	3.57	4.76	29	28	21
3	27.27	48.00	41.67	57.58	32.00	45.83	15.15	20.00	12.50	33	25	24
4	44.00	42.31	42.86	52.00	53.85	47.62	4.00	3.85	9.52	25	26	21
5	63.64	84.21	92.31	36.36	5.26	7.69	0.00	10.53	0.00	11	19	13
All Grades	29.45	46.85	37.59	56.16	44.14	48.12	14.38	9.01	14.29	146	111	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		25.93	69.23		66.67	30.77		7.41	26		27
1	13.64	30.77	40.74	59.09	23.08	33.33	27.27	46.15	25.93	22	13	27
2	17.24	10.71	9.52	58.62	75.00	80.95	24.14	14.29	9.52	29	28	21
3	3.03	0.00	4.17	60.61	52.00	70.83	36.36	48.00	25.00	33	25	24
4	12.00	7.14	33.33	56.00	78.57	38.10	32.00	14.29	28.57	25	28	21
5	0.00	5.26	38.46	54.55	68.42	46.15	45.45	26.32	15.38	11	19	13
All Grades	8.22	8.85	24.81	60.27	63.72	56.39	31.51	27.43	18.80	146	113	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		22.22	48.00		44.44	28.00		33.33	25		27
1	13.64	0.00	3.70	45.45	92.31	85.19	40.91	7.69	11.11	22	13	27
2	10.34	21.43	38.10	55.17	75.00	52.38	34.48	3.57	9.52	29	28	21
3	21.21	16.00	54.17	48.48	68.00	45.83	30.30	16.00	0.00	33	25	24
4	16.00	39.29	57.14	68.00	53.57	38.10	16.00	7.14	4.76	25	28	21
5	18.18	42.11	46.15	72.73	52.63	53.85	9.09	5.26	0.00	11	19	13
All Grades	17.24	25.66	34.59	54.48	66.37	54.14	28.28	7.96	11.28	145	113	133

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

In 2023-2024, 21% of our ELD population qualified for reclassification. This significant increase demonstrates that teachers are providing strong targeted standards-based language proficiency instruction. We will continue to integrate appropriate scaffolding techniques to help support fluency and proficiency 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 to promote grade-level access to subject matter for our English Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
584	**75.2**	**29.6**	**0.5**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	173	29.6
Foster Youth	3	0.5
Homeless	29	5
Socioeconomically Disadvantaged	439	75.2
Students with Disabilities	109	18.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
American Indian	1	0.2
Asian	32	5.5
Filipino	30	5.1
Hispanic	477	81.7
Two or More Races	15	2.6
Pacific Islander	2	0.3
White	23	3.9

Conclusions based on this data:

Our job is to continue to meet the needs of our students and their families. Our PBIS team is focused on promoting opportunities and resources for belonging and thriving at Brekke. We are committed to identifying and addressing the root causes of our challenges and successes. Our goal is to meet each other wherever we may be and work together to bring out the best in each other.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Our CA Dashboard shows modest areas of improvement and opportunities for growth. We will continue to focus on improving student achievement in ELA and math by maintaining our goal of delivering Best, First Instruction and implementing a strong MTSS framework in all classrooms. We will use date-driven decision-making to guide instruction and customize prioritized instructional goals. As we start our 2024-2025 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 clear expectations

and restorative measures to help reduce the need for disciplinary action. Our suspension rate for 2023-2024 was at 0%.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	Less than 11 Students
4.9 points above standard	15.8 points below standard	1 Student
Increased +5.2 points	Increased +12.7 points	
283 Students	103 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
20.1 points below standard	Green	Yellow
15 Students	4.8 points below standard	52.9 points below standard
	Increased +5.1 points	Increased +10.9 points
	223 Students	72 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	19.8 points below standard Decreased Significantly -15.7 points 17 Students	46.5 points above standard Increased Significantly +23 points 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1.8 points below standard Maintained +2.9 points 234 Students	Less than 11 Students 4 Students	Less than 11 Students 0 Students	68.5 points above standard Increased Significantly +35.1 points 13 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
14.6 points below standard Increased Significantly +26.7 points 64 Students	17.7 points below standard Decreased Significantly -15.9 points 39 Students	15.4 points above standard Maintained -0.9 points 168 Students

Conclusions based on this data:

Our goal is to sustain and support growth in ELA by ensuring all classrooms use grade-level prioritized CCSS, highly effective strategies such as Writers Workshop and the Daily 5, and reliable assessments to guide data-driven instruction. 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?

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	Less than 11 Students
17.4 points below standard	34 points below standard	1 Student
Increased +14.7 points	Increased Significantly +25.1 points	
280 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
79.9 points below standard	Yellow	Yellow
16 Students	28 points below standard	76.4 points below standard
	Increased +14.3 points	Increased +14.5 points
	220 Students	70 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	23.2 points above standard Increased +9.9 points 17 Students	37.1 points above standard Increased Significantly +31.4 points 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 29.6 points below standard Increased +11.6 points 231 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	54.7 points above standard Increased Significantly +44.4 points 13 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
26.1 points below standard Increased Significantly +35.3 points 64 Students	46.8 points below standard Increased +7.4 points 39 Students	8.3 points below standard Increased +8.7 points 165 Students

Conclusions based on this data:

We will continue to identify and prioritize our essential CCSS math standards and highly effective instruction in all classrooms. We have dedicated daily math instruction for all students and will continue to deepen high engagement strategies such as Building Thinking Classrooms and math rotations to help promote more rigorous levels of academic achievement. Ongoing data dives will help us identify and promote Best, First Instruction in classrooms and customize the interventions we provide. To help compensate for larger classroom sizes, our additional ISP teacher will pull small flexible groups of fourth and fifth grade students and provide targeted data-driven instruction as needed.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
60.7% making progress towards English language proficiency
Number of EL Students: 84 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.

2023 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	14	0	46

Conclusions based on this data:

There is a discrepancy between the performance level of English Learners as compared to English proficient students. It is concerning that no students maintained their Level 4 status. Teachers will continue to provide both integrated and designated ELD to help increase English Learner proficiency. All 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 to help English Learners better access grade level subject matter. Our Leadership Team will analyze "glows and grows" in different classrooms and across grade levels to help identify and promote better outcomes for all EL students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
35% Chronically Absent	32.4% Chronically Absent	3 Students
Increased Significantly 7.9	Increased Significantly 5.2	
611 Students	185 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
35% Chronically Absent	Red	Red
Declined -2	39.3% Chronically Absent	46.9% Chronically Absent
40 Students	Increased Significantly 9.6	Increased 10.6
	468 Students	130 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Yellow 14.3% Chronically Absent Declined -3.4 35 Students	 Orange 12.5% Chronically Absent Increased 3.1 32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 38% Chronically Absent Increased Significantly 7.7 492 Students	20% Chronically Absent Increased 4.6 15 Students	Less than 11 Students 6 Students	28% Chronically Absent Increased 20.9 25 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 attendance and put programs in place to address concerns and challenges. School staff, including the outreach coordinator, school counselor, attendance tech, and administrators, will meet regularly to monitor student attendance, identify students at-risk for chronic absenteeism, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families including recommendations and referrals to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	Less than 11 Students
0.5% suspended at least one day	1.6% suspended at least one day	3 Students
Declined Significantly -1.2	Declined -0.4	
627 Students	190 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	Orange
0% suspended at least one day	0.6% suspended at least one day	1.5% suspended at least one day
Maintained 0	Declined Significantly -1.6	Increased 0.7
43 Students	480 Students	132 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 35 Students	 Orange 3% suspended at least one day Increased 3 33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0.4% suspended at least one day Declined Significantly -1.7 504 Students	0% suspended at least one day Maintained 0 15 Students	Less than 11 Students 6 Students	0% suspended at least one day Maintained 0 26 Students

Conclusions based on this data:

Brekke's suspension rate for 2023-2024 was at 0%. Our PBIS team will continue to prioritize other means of correction and restorative practices for students and families.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Language Arts and Math
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Brekke will ensure all students will achieve high academic standards in a nurturing, creative environment that prepares students for college and career opportunities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Based on preliminary 2024 Data. Percentage of students who Met/Exceeded standards: Overall: 52% In 3rd grade, 55% In 4th grade, 49% In 5th grade, 52%	Students will demonstrate growth by moving across the bands. Brekke will Increase the percentage of students who will 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 preliminary 2024 Data. Percentage of students who Met/Exceeded standards: Overall: 39% In 3rd grade, 59% In 4th grade, 30% In 5th grade, 28%	Students will demonstrate growth by moving across the bands. Brekke will Increase percentage of students who Meet or Exceed state standards by: 13% in 3rd grade 12% in 4th grade 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 Early Literacy	Percentage of students who scored at each level: Kindergarten: Exceeds (Level 4) - 66% Meets (Level 3) - 20% Intervention (Level 2) - 8% Urgent Intervention (Level 1) - 7% 1st grade: Exceeds - 20% Meets (Level 3) - 34% Intervention (Level 2) - 8% Urgent Intervention (Level 1) - 27%	2025 EOY Results. Students will demonstrate growth by moving across the bands. Kindergarten: The percent of students scoring At/Above Benchmark will increase by 4%. All students will show a minimum SGP of 50. 1st grade: The percent of students scoring At/Above Benchmark will increase by 12%. 6% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.
Star Reading	Percentage of students who scored at each level: 1st grade: Level 4 - 24% Level 3 - 20% Level 2 - 24% Level 1 - 32% 2nd grade: Level 4 - 30% Level 3 - 28% Level 2 - 20% Level 1 - 22% 3rd grade: Level 4 - 29% Level 3 - 34% Level 2 - 23% Level 1 - 14% 4th grade: Level 4 - 20% Level 3 - 23% Level 2 - 16% Level 1 - 41% 5th grade: Level 4 - 15% Level 3 - 25% Level 2 - 20% Level 1 - 40%	2025 EOY Results. 2nd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 18% 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 3rd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 18%. 17% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50. 4th grade: Students will demonstrate growth by moving across the bands.

		The percent of students scoring at Level 3 or Level 4 will increase by 11%. 16% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or Level 4 will increase by 16%. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.
Star Math	Percentage of students who scored at each level: 1st grade: Level 4 - 13% Level 3 - 32% Level 2 - 38% Level 1 - 17% 2nd grade: Level 4 - 29% Level 3 - 30% Level 2 - 20% Level 1 - 21% 3rd grade: Level 4 - 28% Level 3 - 35% Level 2 - 15% Level 1 - 21% 4th grade: Level 4 - 9% Level 3 - 29% Level 2 - 38%% Level 1 - 24% 5th grade: Level 4 - 17% Level 3 - 16% Level 2 - 27% Level 1 - 40%	2025 EOY Results. 1st grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 18%. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 2nd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 15%. 5% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 3rd grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 13%.

		7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 4th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 15%. 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. 5th grade: Students will demonstrate growth by moving across the bands. The percent of students scoring at Level 3 or 4 will increase by 20%. 15% of students will move to Level 1 or higher. All students will show a minimum SGP of 50.
Reclassification - 3rd-5th grades	21 students or 15% of our total EL population were reclassified.	Increase percentage of reclassified students to 25%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	No additional cost No additional cost
1.2	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, math, social studies and science curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress	All Students	3,000.00 LCFF 1000-1999: Certificated Personnel Salaries Leadership Team Meetings

	towards mastering ELA, math, and ELD standards, discuss common assessments, and identify intervention and enrichment opportunities during scheduled grade level meetings.		
1.3	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher extra time
1.4	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 trainings, VCOE, Lexia, ST Math, and Zearn).	All Students	1,800.00 LCFF 5000-5999: Services And Other Operating Expenditures Cost for professional development
1.5	Enhance student learning through academic enrichment and field trips.	All Students	1,197.00 LCFF 5000-5999: Services And Other Operating Expenditures Transportation 886.00 Title I 5000-5999: Services And Other Operating Expenditures Fees
1.6	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.	English Learners Students with Disabilities Socioeconomically Disadvantaged	4,500.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for monitoring meetings
1.7	Literacy Intervention Teacher will provide targeted instruction using LLI curriculum.	English Learners Students with Disabilities Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Salary & benefits
1.8	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.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Copy Machine service contract 10,000.00 LCFF 4000-4999: Books And Supplies Warehouse materials 53,705.00 LCFF 4000-4999: Books And Supplies Academic incentives, presentation resources and materials and supplies for daily operations 3,668.00 Title I 4000-4999: Books And Supplies

			Materials and supplies to support instruction
1.9	Translation Services for our Spanish, Vietnamese and Filipino populations.	English Learners	1,500.00 LCFF 2000-2999: Classified Personnel Salaries Translation Services
1.10	Purchase Seesaw and Boom Cards to support early literacy.	All Students	500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Seesaw and Boom Cards subscriptions
1.11	Purchase Scholastic News materials to support Science and Social Studies instruction.	All Students	520.00 Title I 4000-4999: Books And Supplies Scholastic News 300.00 Title I 4000-4999: Books And Supplies Social Studies Weekly
1.12	Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes progress monitoring with all teachers, SST or 504 meetings all guided by diagnostic assessments designed to identify learning targets and guide instruction. Continue implementation of the MTSS model through progress monitoring including SSTs 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 the academic, behavioral and socio-emotional needs of students in special education. Conduct 504 meetings to identify student eligibility for supports and accommodations.	Students with Disabilities	4,500.00 LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers for SSTs, IEPs and 504s
1.13	Continue MTSS committee and data team to support the continued identification of intervention and enrichment needs to support the implementation of the MTSS model.	All Students	700.00 LCFF 1000-1999: Certificated Personnel Salaries Committee extra hours
1.14	Provide extra clerical help to support all aspects of the instructional program for students, staff and community during family engagement events such as Back to School Night and Open House.	All Students	200.00 Title I 2000-2999: Classified Personnel Salaries Clerical extra help
1.15	District-wide Trimester Benchmark Assessments (Star, ELA, Math) will be utilized to assess and monitor progress for all students in reading, math, and ELD. The school site will add additional Star ELA and math assessment dates for grades 2-5 for	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

	students who are receiving Tier 2 intervention support in ELA and math.		Star contract
1.16	Through Prop 28 funds, we will hire a teacher to provide visual art instruction with rigor, accessibility and innovation. The teacher will be split between Brekke and Rose Avenue School. would offer the most . We will supplement our program with music and dance assemblies throughout the school year.	All Students	91,840.00 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary 2,500.00 Prop 28 4000-4999: Books And Supplies Materials and supplies 3,438 Prop 28 5800: Professional/Consulting Services And Operating Expenditures Service contracts
1.18	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts 1,000.00 LCFF 4000-4999: Books And Supplies Academic incentives
1.19	Facilitate transition presentations for fifth grade students moving to middle school that provide academic information and promotion requirements.	All Students	No additional cost
1.20	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.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Incentives
1.21	Provide two Intervention Service Providers to support ELA and Math instruction in grades 1-5. This will allow grade levels to identify and target small groups of students and instruct in areas of identified need.	English Learners Socioeconomically Disadvantaged Students with Disabilities	33,254.00 Title I 1000-1999: Certificated Personnel Salaries ISP teacher salary 33,254.00 LCFF 1000-1999: Certificated Personnel Salaries ISP teacher salary
1.22	All grade levels will participate in the district-wide OSD Creates! Showcase designed to demonstrate our OSD Student Profile.	All Students	No additional cost
1.23	Teachers will continue to incorporate the Depth of Knowledge (DOK) and Achievement Level Descriptors in the classroom 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.	All Students	No additional cost

1.24	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.	English Learners	2,502.00 Title III 4000-4999: Books And Supplies Awards for students meeting ELPAC goals and or reclassifying
1.25	Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students as outlined in the EL Master Plan and corresponding SMART goals as needed to help support progress.	English Learners	No additional cost
1.27	Provide tutoring opportunities for our English Learners focusing on overall language development and constructing and justifying mathematical and language arts claims in order to increase achievement. 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.	English Learners	6,280.00 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours 3,500.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.28	Provide opportunity for an ELAC member to attend a bilingual education conference (CABE) to help support community and family involvement for our English Learner families.	English Learners	3,000.00 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference costs
1.30			
1.31	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.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we implemented the strategies and activities in our SPSA. We saw varying levels of academic growth within and across grade levels. Next year, will be looking at levels of fidelity regarding the implementation of our strategies/activities and assessing potential opportunities for more support, training and/or accountability measures.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We hoped to offer more opportunities for teacher-led after school tutoring in all grade levels for both our English Learners and students identified as in need of additional academic support. Next year, we hope to maximize opportunities for after school 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.

One major difference is the addition of a second ISP (Strategy 1.21) to help support improved math and ELA outcomes for our fifth graders. We see that in 2023-2024, our fourth grade CAASPP scores were at 30% for math and 49% for ELA. Using a research-based program and SMART goals, along with Best, First Instruction tenets and a strong MTSS framework, we intend to remediate and accelerate academic outcomes for our 2024-2025 fifth graders, particularly for our English Learners and students identified as socio-disadvantaged and/or 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide attendance - 92%	Average school wide attendance will increase by 3% Average attendance rate of 95% percent or higher in each grade level.
Panorama Survey (student SEL competencies and learning supports/environments)	Favorable percentages: 3rd-5th grades (student perception data): Student Engagement - 68% Growth Mindset - 63% Self-Management - 69% Social Awareness - 72% Emotion Regulation - 48% Teacher Student Relationships - 72% Sense of Belonging - 73% K-2nd grades: (teacher perception data): Emotion Regulation - 75% Social Awareness - 65% Self-Management - 51%	3rd-5th grades: Show an increase of 5% in Growth Mindset, Self- Management, Teacher Student Relationships, and Sense of Belonging. Show an increase of 9% in Emotion Regulation. K-2nd grades: Increase all areas by 5%

Office Referrals	Office referrals - 40	Decrease the total number of office referrals by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Analyze student PBIS, teacher referrals and Panorama data to identify areas of need and individual students that are in need of social emotional support.	All Students	
2.2	Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to to support the creation, implementation and revision of PBIS tenets and strategies. This year we will focus on our Panorama data; specifically the sense of belonging, student-teacher relationships and a growth mindset. In addition, the team will meet to develop possible action plans to support teachers who have concerns regarding engagement and participation.	All Students	500.00 Title I 1000-1999: Certificated Personnel Salaries PBIS extra hours
2.3	Provide start-of-the-year PBIS training during in-service days for all certificated and classified staff to improve student safety and promote social emotional well-being.	All Students	No additional cost
2.4	PBIS team to attend trainings for continued advancement in PBIS practices.	English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures PD costs
2.5	Provide campus supervisors with PBIS training to help support structures and strategies in place to promote a positive school climate at Brekke.		200.00 Title I 2000-2999: Classified Personnel Salaries Extra hours for PBIS Training
2.6	Teachers will implement the STOIC approach (Structure for success, Teach expectations, Observe and monitor, Interact positively, Correct Fluently) and explicitly teach learning expectations for student behavior during instructional time to help reduce classroom disruptions and increase levels of academic engagement.	All Students	No additional cost
2.7	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 inspire them with Dolphin Dollars and other incentives.	All Students	4,000.00 LCFF 4000-4999: Books And Supplies Dolphin Dollars, signage, posters and incentives
2.8	Review and update site MTSS behavior pyramid as needed and continue its implementation using the	All Students	

	SST process in order to identify and monitor students in need of targeted intervention to address socio-emotional and behavioral needs that may be a barrier to academic success.		No additional cost
2.9	Increase Tier 1 SEL support school-wide through class visits using Tier 1 core curriculum during class visits delivered by the school counselor.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counsleor salary & benefits
2.10	Provide Tier 2 research based individual and small group counseling services to students identified by Panorama and teacher observation data delivered by school counselor.	All Students	No additional cost
2.11	Facilitate community circles with students who are in need of behavior and/or socio-emotional support.	All Students	No additional cost
2.12	Implement mindfulness activities during structured breaks as self-care opportunities in class and in small group settings outside the classroom.	All Students	No additional cost
2.13	Provide Calming Kits to each class to support social-emotional well being.	All Students	600.00 Title I 4000-4999: Books And Supplies Items for kits
2.15	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC salary & benefits
2.16	Provide growth mindset journals and prompts to promote school connectedness and promote a growth mindset.	All Students	600.00 Title I 4000-4999: Books And Supplies Cost of books for students 1,000.00 LCFF 4000-4999: Books And Supplies Cost of books for students
2.17	Provide a Wellness Center (Dolphin Cove) that supports student socio-emotional needs and is utilized by individuals, groups or classes.	All Students	1,000.00 Title I 4000-4999: Books And Supplies Supplies for activities 3,000.00 LCFF 4000-4999: Books And Supplies Supplies to replenish Dolphin Cove
2.18	Encourage students to attend class daily and on time through classroom incentives and awards for perfect attendance. Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.	All Students	1,000.00 Title I 4000-4999: Books And Supplies Attendance Incentives

2.19	Attendance rates will be monitored and SART and SARB meetings will be held for those students with excessive tardies or absences to reduce chronic absenteeism. The attendance reports will be analyzed monthly to better provide systems of support to help reduce chronic absenteeism and excessive tardies.	All Students	No additional cost
2.21	The SSC, ELAC and staff members 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.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Emergency preparedness supplies
2.22	During the school day we will provide enrichment opportunities such as Spirit Weeks and pop-up dances at recess to promote a positive school culture, cultivate creativity and develop a growth mindset.	All Students	No additional cost
2.23	Give the Panorama survey three times yearly to identify SEL needs.	All Students	No additional cost
2.24	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.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation and effectiveness of our strategies and activities resulted in the achievement of our articulated goal. Our learning climate was consistently safe, drug-free and conducive to learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We monitored attendance and held SART and SARB meetings will be held for many students with excessive tardies or absences to reduce chronic absenteeism. We did not monitor all students with excessive tardies or absences with fidelity.

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 stated in 2.19, we will implement monthly attendance monitoring protocols to ensure that we identify and support all students with excessive tardies or absences to reduce 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase communication through websites and social media so families and community members are well-informed about district and school instructional programs and activities and to support and increase family involvement in the educational and social-emotional well-being of our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Home/School communication)	82% of our families responded favorably to the family/school communication they receive. 24% of our families responded to this survey.	Maintain an 80+% favorable responses from families. Increase the number of participants by 10% to ensure the data is valid and reliable to use as a baseline.
Panorama Survey (Parent perception of overall social and learning climate)	84% of our parents responded favorably to the social and learning climate at Brekke School. 24% of our families responded to this survey.	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Create and distribute a family survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance.	All Students	No additional cost
3.2	Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide parent/guardian education and training on topics of interest to increase parent involvement.	All Students	
3.3	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.	All Students	No additional cost
3.4	Provide a family orientation for incoming TK/K students to support the transition to school.	All Students	No additional cost
3.6	Counselor and ORC to provide seminars on topics of interest during parent events to support home-school connections and social-emotional learning.	All Students	500.00 Title I 1000-1999: Certificated Personnel Salaries Counselor extra time 500.00 Title I 2000-2999: Classified Personnel Salaries ORC extra hours
3.8	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 community outreach, technology, district adopted apps and curricula, classroom expectations, systems of support and opportunities for family involvement.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Supplies for coffee with Principal/Team 500.00 Title I 2000-2999: Classified Personnel Salaries ORC Extra Time
3.9	Invite parents to Parent/Teacher Conferences in the Fall and Spring.	All Students	500.00 Title I 2000-2999: Classified Personnel Salaries Translation Services
3.10	Invite parents to SSTs, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.	All Students	No additional cost
3.11	Maintain effective communication between school and home using Parent Square, email, fliers,	All Students	600.00 Title III

	website, social-media and by providing translation during meetings.		2000-2999: Classified Personnel Salaries Classified extra hours for translation
3.12	Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home-school partnerships.	All Students	No additional cost
3.14	Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and family/child relationships.	All Students	No additional cost
3.17	After School Program Parent Nights will be offered to provide families with nutrition education and strategies families can employ to assist students with healthy habits and school work.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we met the overall implementation and effectiveness of the strategies/activities and achieved our goal. Our 2024 Spring Family Survey revealed an average favorability rate of 85% for our LCAP, school climate and family-school communication.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We intended to increase family engagement in 2023-2024. According to our 2024 Spring Family Survey, we did increase family engagement by 3% for a total rating of 11%. We are striving for a much larger increase (at least 10%) in family engagement for the upcoming 2024-2024 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.

We notice that our after school family events and ELAC meetings are not always well attended. Next year we will send home more paper-based fliers and newsletters to better publicize our monthly activities. We also intend to increase the number of phone calls home for specialized events to help increase participation.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$57,610.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$285,044.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$45,228.00
Title III	$12,382.00

Subtotal of additional federal funds included for this school: $57,610.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$121,656.00
LCFF - Intervention	$8,000.00
Prop 28	$97,778.00

Subtotal of state or local funds included for this school: $227,434.00

Total of federal, state, and/or local funds for this school: $285,044.00

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	45,228.00	0.00
Title III	12,382.00	0.00
LCFF	121,656.00	0.00
LCFF - Intervention	8,000.00	0.00
Prop 28	97,778.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	121,656.00
LCFF - Intervention	8,000.00
Prop 28	97,778.00
Title I	45,228.00
Title III	12,382.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	181,828.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	88,395.00
5000-5999: Services And Other Operating Expenditures	3,883.00
5800: Professional/Consulting Services And Operating Expenditures	6,938.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	41,454.00
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	75,705.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,997.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	91,840.00
4000-4999: Books And Supplies	Prop 28	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 28	3,438.00
1000-1999: Certificated Personnel Salaries	Title I	34,254.00
2000-2999: Classified Personnel Salaries	Title I	1,900.00
4000-4999: Books And Supplies	Title I	7,688.00
5000-5999: Services And Other Operating Expenditures	Title I	886.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	6,280.00
2000-2999: Classified Personnel Salaries	Title III	600.00
4000-4999: Books And Supplies	Title III	2,502.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	268,544.00
Goal 2	12,900.00
Goal 3	3,600.00

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
Cheri Scripter	Principal
Stephen Carrier	Classroom Teacher
Serena Chun	Classroom Teacher
Amy Hawkins	Principal
Araceli Garrido	Other School Staff
Renee Chandler	Parent or Community Member
Amanda Ochoa	Parent or Community Member
Torrey Rodriguez	Parent or Community Member
Jasmyn Tapia	Parent or Community Member
Lahna Truong	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
	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 5/22/24.

Attested:

	Principal, Cheri Scripter on 5/22/24
	SSC Chairperson, Renee Chandler on 5/22/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez TK-8 School	56725386055321	May 23, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Cesar E. Chavez TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cesar E. Chavez TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Cesar E. Chavez Academy of Literacy, Communication Arts, and Technology (CALCAT) serves students from Transitional Kindergarten through Eighth grade. Our school is committed to nurturing successful students who embody the OSD Student Profile by focusing on first instruction and commitment to writing across all grade levels. 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. Middle school students have the opportunity to enhance their education through elective courses such as AVID, Environmental Science, and Journalism. Students are supported through the implementation of Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Support.

Our district has developed a strategic plan, Oxnard Empowers, 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. Our school goals are directly aligned with the goals our strategic plan.

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.

The staff at Chavez School has effectively put the district's strategic plan into action by creating strong professional learning communities (PLCs) and encouraging collaboration among grade-level and vertical teams to boost student learning. Our primary focus is on delivering high-quality first instruction through rigorous, standards-based lessons, and utilizing instructional strategies that allow for differentiated learning. Data analysis plays a crucial role in informing and guiding our instructional decisions.

We support these efforts by allocating dedicated time for PLCs and providing additional resources to ensure continuous collaboration throughout the year. This approach enables teachers to plan and deliver robust first instruction, develop common assessments, analyze student data, and respond effectively to the insights gained. The ultimate goal of our PLCs is to enhance student outcomes for all learners, including our unduplicated populations. 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? These questions frame discussions during PLCs.

Chavez School remains dedicated to shaping all students in accordance with the OSD Student Profile. The PLC process emphasizes the importance of having a Guaranteed Viable Curriculum (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/or during the MTSS time. We also provide paraeducators to support the students during the intervention time. They work with students in small group settings in TK-5th grade classrooms.

Chavez School implements a full Biliteracy program in classes from transitional 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.

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 of the school's 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).

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. Last 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.

Furthermore, Chavez School recognizes the significance of all educational partners, parents and community members 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 parents. Additionally, the Read, Write, Think Group provided a basis for incorporating intentional writing instruction on a daily basis. This year, we will continue with a professional development series aimed at enhancing teachers' ability to deliver impactful, data-driven writing instruction within a balanced literacy approach integrating reading, writing and content areas.

For the upcoming 2024-2025 school year, Chavez 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. We will continue the refinement and implementation of PLCs with a focus on teaching, monitoring, and refining the essential learning standards, 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 to ensure a culture of learning for all. Furthermore, we will streamline committees and allocate them among the administration, which will be supported by the site administrators. The responsibilities for PBIS and school events will be further delegated to the ORC and school counselors.

To ensure effective communication, we disseminate event information through the Chavez website and Parent Square (email, voice, or text messages). Moving forward, we will utilize social media platforms as an additional communication, advertising and showcasing of school events.

Chavez School remains dedicated to aligning with the OSD Student Profile, ensuring every student has the opportunity to succeed academically and socially in a safe orderly environment.

Educational Partner Involvement

How, when, and with whom did Cesar E. Chavez TK-8 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.

This section is required for all schools eligible for ATSI and CSI.

The school allocated funds for two primary initiatives:

Teacher Release for Collaborative Planning: Funds were designated to enable teachers to have release time for collaborative planning sessions, supported by the school's Teacher on Special Assignment (TOSA).

After-School Tutoring: Funds were also allocated for teachers to provide small group after-school tutoring.

Halfway through the year, Chavez lost its dedicated Teacher on Special Assignment, who was essential for supporting the teachers during collaborative planning. This loss forced the school to depend on district TOSAs, who were less available than needed. As a result, the planned collaborative planning did not proceed as intended.

There was limited participation from both teachers and students in the after-school tutoring program, resulting in a significant portion of the allocated funds remaining unutilized. Consequently, these unutilized funds were reallocated to enhance teacher release time for collaborative planning with TOSA support.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the California School Dashboard for Cesar Chavez School, the areas that need significant improvement include academic performance in both English Language Arts (ELA) and Mathematics. ELA was red. Mathematics was orange. To address these challenges, we are implementing several strategic initiatives:

- Professional Learning Communities (PLCs): Facilitating collaborative teacher teams to share best practices and develop targeted instructional strategies.
- Cycles of Inquiry: Engaging in continuous cycles of data-driven inquiry to identify student needs, implement interventions, and assess outcomes.
- Lesson Design Support: Assisting teachers in creating effective lesson plans that are aligned with grade-level standards and focused on student engagement and mastery.
- Monitoring Student Progress: Regularly tracking student performance to ensure timely interventions and support.

As we move forward, our primary focus will be on fostering continuous growth across all grade levels. We are committed to creating an environment where every student can thrive academically and emotionally. By maintaining a holistic approach and leveraging our successful strategies, we aim to achieve sustained improvement in all subject areas, with a particular emphasis on enhancing ELA performance. Our goal is to ensure that all students are equipped with the skills and knowledge necessary for their future success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There are no student groups where their performance level is two or more levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In our Middle Schools, we noticed that there is a great discrepancy between the grades students receive and the performance toward grade level standards according to the local benchmark academic assessment (STAR) and the State Summative assessment (CAASPP). There is a greater number of students that according to their grades (A-C) are doing well academically than the percentage of students meeting grade level standards according to the STAR. This year, work began around teachers offering Retakes of Assessments and Reteaching of Concepts that students missed the first time to better support students' progress towards standards mastery.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cesar E. Chavez TK-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.11%	%		1	
African American	1.02%	0.34%	0.26%	10	3	2
Asian	%	0.23%	%		2	
Filipino	0.31%	0%	%	3	0	
Hispanic/Latino	96.34%	97.5%	98.46%	947	857	765
Pacific Islander	0.10%	0%	0.13%	1	0	1
White	1.83%	1.71%	1.16%	18	15	9
Multiple/No Response	0.41%	0.11%	%	4	1	
			Total Enrollment	983	879	777

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	83	91	68
Grade 1	85	75	69
Grade 2	116	77	72
Grade3	99	99	67
Grade 4	106	85	95
Grade 5	109	97	80
Grade 6	136	116	102
Grade 7	122	115	102
Grade 8	127	124	104
Total Enrollment	983	879	777

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 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.

Given the overwhelming majority of Hispanic/Latino students, any actions taken to improve student outcomes will inherently impact the category of "Hispanic."

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	565	569	511	56.50%	57.5%	65.8%
Fluent English Proficient (FEP)	201	152	158	27.20%	20.4%	20.3%
Reclassified Fluent English Proficient (RFEP)	31	63		9.8%	6%	

Conclusions based on this data:

The enrollment of English Learner (EL) students has surpassed 65%, marking the highest percentage in several years. Notably, our reclassification rate has shown a significant increase compared to previous years, with 14% of the total English Learner population (and 25% of students in 3rd -8th grade whom were eligible for reclassification) successfully transitioning out of the EL program by meeting the established criteria for Reclassification. Although the percent of students reclassified was also the highest in the last few years, 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 sooner as the test progressively gets more difficult. Meanwhile, students in the primary grades of the Biliteracy 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. This will not only better prepare students for the ELPAC, but also for the CAASPP assessments.

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 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	70	3	4%	10	14%	23	33%	34	49%	Level 3	834
Grade 1	68	30	44%	15	22%	18	26%	5	7%	Level 2	802
Grade 2	25	16	64%	5	20%	4	16%	0	0%	Level 1	862

Conclusions based on this data:

2nd graders are no longer regularly tested for Early Literacy, which is positive, as we no longer find a significant number of 2nd graders at pre-reading.

However, there is a concerning drop in proficiency scores for both Kindergarten and 1st grade. Last year, the proficiency rate for Kindergarten was 74%, this year it is 49%. For 1st grade, last year's rate was 26%, but this year only 7% were at the target goal.

For the upcoming year we will continue implementing targeted academic interventions to enhance literacy development during regular instructional hours. Teachers will engage in a three-week learning cycle to analyze data, reflect on their instructional practices and identify next steps. Additionally, teachers and administrators will meet at least three times per year to monitor student progress. Students not meeting the benchmark will receive interventions during MTSS, as well as before and/or after school. We will also work in collaboration with Orenda and work with the new teacher(s) in the grade level to provide targeted support in this area.

School and Student Performance Data

Star Reading

Cesar E. Chavez 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	69	32	46%	20	29%	12	17%	5	7%	Level 1	893
Grade 3	69	32	46%	19	28%	13	19%	5	7%	Level 1	931
Grade 4	94	55	59%	14	15%	14	15%	11	12%	Level 1	969
Grade 5	80	47	59%	18	23%	11	14%	4	5%	Level 1	981
Grade 6	107	38	36%	47	44%	19	18%	3	3%	Level 2	1018
Grade 7	99	56	57%	16	16%	24	24%	3	3%	Level 1	1025
Grade 8	100	55	55%	27	27%	16	16%	2	2%	Level 1	1026

Conclusions based on this data:

The high number of students performing at levels 1 and 2 is concerning, especially as this trend is consistent across all grade levels. Except for 5th grade, 1s comprise the majority of average scores in Star testing. The fact that the average scores for all grade levels are at Level 1 highlights the urgent need to evaluate and adjust first instruction practices. Additionally, targeted remediation and intervention are necessary to help students catch up and reach grade-level expectations.

To address this, Chavez will partner with Orenda this year to identify and implement instructional practices that can accelerate student learning. Teachers will also continue to engage in a three-week learning cycle and participate in student monitoring conferences to review data and determine instructional focus areas.

School and Student Performance Data

Star Math

Cesar E. Chavez 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	68	8	12%	40	59%	16	24%	4	6%	Level 2	852
Grade 2	46	15	33%	16	35%	12	26%	3	7%	Level 2	905
Grade 3	69	26	38%	24	35%	15	22%	4	6%	Level 2	947
Grade 4	94	37	39%	46	49%	9	10%	2	2%	Level 1	976
Grade 5	80	54	68%	13	16%	8	10%	5	6%	Level 1	1004
Grade 6	103	58	56%	33	32%	9	9%	3	3%	Level 1	1030
Grade 7	102	76	75%	19	19%	4	4%	3	3%	Level 1	1020
Grade 8	95	69	73%	21	22%	4	4%	1	1%	Level 1	1033

Conclusions based on this data:

The consistently high number of students performing at levels 1 and 2 across all grade levels is a significant concern. The higher the grade level the lower the percentage of students who are meeting or exceeding standards. According to the 23-24 end of the year scores, our second graders had the highest percent with 33% of our students who met or exceeded standards and 8th grade had the lowest percent with only 5% of students meeting or exceeding standards. The average scores for all grades being at Level 1-2 underscore the urgent need to reassess and improve initial instruction practices. Additionally, targeted remediation and intervention are essential to help students catch up and meet grade-level expectations.

To address this issue, Chavez will partner with Orenda this year to identify and implement effective instructional practices that can accelerate student learning. Teachers will also continue participating in a three-week learning cycle and student monitoring conferences to review data and determine areas of instructional focus.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		94	101		89	99		89	99		94.7	98.0
Grade 4		104	83		102	82		102	82		98.1	98.8
Grade 5		109	98		107	97		107	97		98.2	99.0
Grade 6		130	123		128	120		128	120		98.5	97.6
Grade 7		124	119		121	119		121	119		97.6	100.0
Grade 8		125	122		121	121		121	121		96.8	99.2
All Grades		686	646		668	638		668	638		97.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2369.		6.74	11.11		15.73	12.12		17.98	27.27		59.55	49.49
Grade 4		2414.	2377.		4.90	3.66		19.61	13.41		22.55	15.85		52.94	67.07
Grade 5		2424.	2442.		0.93	5.15		20.56	16.49		21.50	37.11		57.01	41.24
Grade 6		2458.	2451.		1.56	2.50		19.53	15.83		25.78	27.50		53.13	54.17
Grade 7		2491.	2478.		2.48	0.84		24.79	24.37		30.58	26.89		42.15	47.90
Grade 8		2491.	2480.		2.48	3.31		24.79	14.05		28.93	27.27		43.80	55.37
All Grades	N/A	N/A	N/A		2.99	4.23		21.11	16.30		25.00	27.27		50.90	52.19

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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	9.09		40.45	49.49		50.56	41.41
Grade 4		2.94	2.44		59.80	52.44		37.25	45.12
Grade 5		4.67	3.09		57.01	67.01		38.32	29.90
Grade 6		1.56	3.33		50.78	40.83		47.66	55.83
Grade 7		4.13	5.04		64.46	54.62		31.40	40.34
Grade 8		8.26	4.13		52.89	50.41		38.84	45.45
All Grades		4.94	4.55		54.64	52.04		40.42	43.42

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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	3.03		34.83	53.54		56.18	43.43
Grade 4		2.94	3.66		60.78	43.90		36.27	52.44
Grade 5		1.87	3.09		49.53	57.73		48.60	39.18
Grade 6		3.13	1.67		41.41	48.33		55.47	50.00
Grade 7		6.61	2.52		52.89	50.42		40.50	47.06
Grade 8		2.48	2.48		48.76	41.32		48.76	56.20
All Grades		4.19	2.66		48.20	49.06		47.60	48.28

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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	9.09		77.53	65.66		20.22	25.25
Grade 4		2.94	3.66		81.37	71.95		15.69	24.39
Grade 5		7.48	10.31		65.42	64.95		27.10	24.74
Grade 6		10.16	2.50		64.84	74.17		25.00	23.33
Grade 7		5.79	4.20		71.90	74.79		22.31	21.01
Grade 8		7.44	5.79		70.25	69.42		22.31	24.79
All Grades		6.29	5.80		71.41	70.38		22.31	23.82

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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	13.13		52.81	53.54		39.33	33.33
Grade 4		2.94	4.88		69.61	53.66		27.45	41.46
Grade 5		4.67	5.15		55.14	63.92		40.19	30.93
Grade 6		6.25	5.83		68.75	65.83		25.00	28.33
Grade 7		5.79	5.04		73.55	63.87		20.66	31.09
Grade 8		4.96	6.61		65.29	57.85		29.75	35.54
All Grades		5.39	6.74		64.82	60.19		29.79	33.07

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Conclusions based on this data:

According to the preliminary scores, the overall percentage of students at the Met or Exceeded Standards had a significant increase in most grade levels from 2022-2023 to 2023-2024 scores. The grade that demonstrated the highest increase in the percent of students in Met or Exceeded in ELA was 4th grade going from 15% in 22-23 to 24% in 23-24; while 7th grade scores were maintained at 24% of students in Met or Exceed both years. Effective strategies in 4th grade will need to be identified and shared. It is essential to highlight that 5th grade students had 18 percent more students who met or exceeded standards from when they took test as 4th graders.

An analysis of the student cohort reveals a noteworthy advancement for our 5th graders. Specifically, the proportion of students achieving or exceeding standards increased from 15% during their 4th-grade assessment to 24% during their 5th-grade evaluation, signifying a substantial improvement of 9%. Conversely, the 7th grade cohort exhibited the most substantial decline in the percentage of students meeting or exceeding standards, regressing from 18% in the 2022-2023 academic year to 10% in the 2023-2024 academic year thus far.

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		94	101		91	100		91	100		96.8	99.0
Grade 4		103	83		100	82		100	82		97.1	98.8
Grade 5		109	98		108	97		108	97		99.1	99.0
Grade 6		130	123		126	120		126	120		96.9	97.6
Grade 7		124	119		121	119		121	119		97.6	100.0
Grade 8		126	122		120	121		120	121		95.2	99.2
All Grades		686	646		666	639		666	639		97.1	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2387.		5.49	5.00		17.58	22.00		23.08	29.00		53.85	44.00
Grade 4		2403.	2386.		1.00	1.22		14.00	8.54		33.00	20.73		52.00	69.51
Grade 5		2400.	2437.		0.93	5.15		3.70	12.37		22.22	20.62		73.15	61.86
Grade 6		2418.	2411.		0.79	0.83		5.56	6.67		29.37	18.33		64.29	74.17
Grade 7		2433.	2448.		3.31	2.52		6.61	6.72		19.83	26.89		70.25	63.87
Grade 8		2422.	2458.		0.00	2.48		5.83	11.57		15.83	17.36		78.33	68.60
All Grades	N/A	N/A	N/A		1.80	2.82		8.41	11.11		23.72	22.07		66.07	64.01

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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	7.00		46.15	58.00		46.15	35.00
Grade 4		4.00	1.22		36.00	25.61		60.00	73.17
Grade 5		0.93	6.19		22.22	35.05		76.85	58.76
Grade 6		0.79	0.00		26.98	19.17		72.22	80.83
Grade 7		4.13	2.52		25.62	31.93		70.25	65.55
Grade 8		0.00	4.13		31.67	31.40		68.33	64.46
All Grades		2.70	3.44		30.78	33.18		66.52	63.38

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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	10.00		46.15	40.00		47.25	50.00
Grade 4		2.00	3.66		48.00	30.49		50.00	65.85
Grade 5		0.93	7.22		32.41	39.18		66.67	53.61
Grade 6		2.38	3.33		30.16	35.00		67.46	61.67
Grade 7		2.48	3.36		46.28	46.22		51.24	50.42
Grade 8		1.67	5.79		40.00	48.76		58.33	45.45
All Grades		2.55	5.48		40.09	40.53		57.36	53.99

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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	9.00		62.64	60.00		28.57	31.00
Grade 4		4.00	2.44		53.00	42.68		43.00	54.88
Grade 5		0.00	2.06		48.15	63.92		51.85	34.02
Grade 6		2.38	4.17		59.52	41.67		38.10	54.17
Grade 7		2.48	3.36		53.72	53.78		43.80	42.86
Grade 8		0.00	4.96		51.67	40.50		48.33	54.55
All Grades		2.70	4.38		54.65	50.08		42.64	45.54

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

A preliminary analysis of the 2023-2024 CAASPP scores compared to the previous year's scores revealed positive trends. The percentage of students meeting or exceeding standards increased in all grades:

3rd grade improved from 27% to 35%, 5th grade from 9% to 15%, 6th grade from 6% to 7%, and 8th grade from 6% to 13%. Notably, all grade levels also displayed cohort-based improvement, except 4th grade which displayed a significant decline of 16 percentage points. 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 Visible Thinking Classroom strategies to reduce learning gaps.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	*	1408.1	1422.4	*	1410.5	1386.4	*	1402.0	52	*	74
1	1443.2		1444.3	1459.6		1447.1	1426.0		1441.0	26	0	63
2	1456.7	1480.6	1469.4	1457.0	1479.0	1468.9	1455.8	1481.6	1469.5	60	79	61
3	1487.1	1483.0	1495.8	1485.6	1476.5	1493.4	1488.2	1489.0	1497.8	81	76	73
4	1490.4	1522.1	1507.1	1485.5	1521.7	1507.9	1494.7	1522.0	1505.9	56	71	60
5	1503.2	1527.9	1534.2	1489.3	1527.5	1536.3	1516.6	1527.7	1531.6	43	60	45
6	1505.2	1530.4	1525.1	1493.7	1519.6	1517.1	1516.2	1540.7	1532.8	36	44	57
7	1528.1	1551.7	1542.6	1520.8	1547.2	1537.9	1534.9	1555.8	1546.8	27	42	38
8	1520.7	1549.7	1557.7	1507.8	1542.2	1566.1	1533.4	1556.7	1548.9	13	29	34
All Grades										394	404	505

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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	*	9.46	26.92	*	31.08	46.15	*	40.54	17.31	*	18.92	52	*	74
1	3.85		1.59	34.62		50.79	46.15		34.92	15.38		12.70	26		63
2	3.33	11.36	6.67	35.00	47.73	41.67	46.67	34.09	38.33	15.00	6.82	13.33	60	44	60
3	12.35	10.67	15.07	40.74	26.67	46.58	32.10	49.33	28.77	14.81	13.33	9.59	81	75	73
4	7.14	32.86	13.33	37.50	34.29	46.67	30.36	24.29	28.33	25.00	8.57	11.67	56	70	60
5	11.63	20.00	37.78	27.91	41.67	28.89	41.86	31.67	22.22	18.60	6.67	11.11	43	60	45
6	2.78	18.18	15.79	38.89	50.00	43.86	44.44	27.27	35.09	13.89	4.55	5.26	36	44	57
7	7.41	26.19	21.05	37.04	47.62	39.47	44.44	21.43	34.21	11.11	4.76	5.26	27	42	38
8	0.00	20.69	20.59	30.77	44.83	58.82	61.54	24.14	11.76	7.69	10.34	8.82	13	29	34
All Grades	7.61	20.71	14.29	35.03	39.51	42.66	40.86	31.61	31.75	16.50	8.17	11.31	394	367	504

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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	*	12.16	30.77	*	29.73	34.62	*	37.84	21.15	*	20.27	52	*	74
1	34.62		9.52	23.08		52.38	26.92		28.57	15.38		9.52	26		63
2	13.33	22.73	18.33	30.00	45.45	41.67	50.00	27.27	26.67	6.67	4.55	13.33	60	44	60
3	28.40	17.33	32.88	44.44	42.67	47.95	12.35	26.67	9.59	14.81	13.33	9.59	81	75	73
4	25.00	51.43	41.67	37.50	30.00	38.33	14.29	11.43	11.67	23.21	7.14	8.33	56	70	60
5	13.95	40.00	51.11	58.14	46.67	33.33	6.98	8.33	4.44	20.93	5.00	11.11	43	60	45
6	16.67	34.09	35.09	44.44	36.36	43.86	22.22	22.73	17.54	16.67	6.82	3.51	36	44	57
7	22.22	42.86	28.95	44.44	42.86	52.63	18.52	7.14	13.16	14.81	7.14	5.26	27	42	38
8	0.00	34.48	35.29	61.54	34.48	50.00	30.77	20.69	8.82	7.69	10.34	5.88	13	29	34
All Grades	20.05	34.88	27.98	40.10	39.78	42.66	23.60	17.44	19.05	16.24	7.90	10.32	394	367	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	6.76	13.46	*	25.68	61.54	*	48.65	19.23	*	18.92	52	*	74
1	0.00		4.76	19.23		33.33	34.62		39.68	46.15		22.22	26		63
2	1.67	6.82	5.00	30.00	34.09	30.00	45.00	45.45	45.00	23.33	13.64	20.00	60	44	60
3	4.94	8.00	6.85	25.93	22.67	34.25	48.15	45.33	38.36	20.99	24.00	20.55	81	75	73
4	3.57	17.14	3.33	19.64	31.43	26.67	39.29	25.71	48.33	37.50	25.71	21.67	56	70	60
5	6.98	8.33	15.56	18.60	25.00	17.78	44.19	48.33	51.11	30.23	18.33	15.56	43	60	45
6	0.00	6.82	3.51	19.44	36.36	24.56	44.44	50.00	59.65	36.11	6.82	12.28	36	44	57
7	7.41	11.90	7.89	22.22	40.48	26.32	51.85	42.86	52.63	18.52	4.76	13.16	27	42	38
8	7.69	6.90	0.00	7.69	34.48	38.24	53.85	44.83	50.00	30.77	13.79	11.76	13	29	34
All Grades	4.06	10.63	5.95	21.32	30.52	28.57	46.95	41.96	47.42	27.66	16.89	18.06	394	367	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	8.11	76.92	*	70.27	13.46	*	21.62	52	*	74
1	38.46		28.57	57.69		63.49	3.85		7.94	26		63
2	8.33	13.64	21.67	78.33	79.55	70.00	13.33	6.82	8.33	60	44	60
3	27.16	28.00	30.14	56.79	61.33	61.64	16.05	10.67	8.22	81	75	73
4	25.00	66.67	38.33	55.36	28.99	55.00	19.64	4.35	6.67	56	69	60
5	13.95	20.00	40.00	74.42	75.00	46.67	11.63	5.00	13.33	43	60	45
6	11.11	6.98	5.26	63.89	81.40	80.70	25.00	11.63	14.04	36	43	57
7	11.11	10.00	10.53	70.37	77.50	71.05	18.52	12.50	18.42	27	40	38
8	0.00	14.29	14.71	76.92	60.71	73.53	23.08	25.00	11.76	13	28	34
All Grades	17.51	27.35	22.22	66.75	63.26	65.67	15.74	9.39	12.10	394	362	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	20.27	48.08	*	52.70	36.54	*	27.03	52	*	74
1	11.54		9.52	57.69		73.02	30.77		17.46	26		63
2	15.00	34.09	28.33	75.00	59.09	53.33	10.00	6.82	18.33	60	44	60
3	39.51	32.88	35.62	45.68	50.68	53.42	14.81	16.44	10.96	81	73	73
4	31.48	45.59	36.67	50.00	47.06	48.33	18.52	7.35	15.00	54	68	60
5	43.90	73.33	73.33	34.15	15.00	15.56	21.95	11.67	11.11	41	60	45
6	30.56	52.27	56.14	55.56	34.09	42.11	13.89	13.64	1.75	36	44	57
7	40.00	78.05	55.26	48.00	14.63	39.47	12.00	7.32	5.26	25	41	38
8	23.08	57.14	67.65	76.92	39.29	23.53	0.00	3.57	8.82	13	28	34
All Grades	28.61	51.25	38.69	52.84	38.50	47.42	18.56	10.25	13.89	388	361	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	6.76	76.92	*	82.43	17.31	*	10.81	52	*	74
1	7.69		17.46	53.85		55.56	38.46		26.98	26		63
2	16.67	13.95	10.00	61.67	72.09	68.33	21.67	13.95	21.67	60	43	60
3	2.47	4.00	4.11	58.02	44.00	56.16	39.51	52.00	39.73	81	75	73
4	1.79	15.71	3.33	55.36	52.86	58.33	42.86	31.43	38.33	56	70	60
5	6.98	8.33	13.33	58.14	63.33	66.67	34.88	28.33	20.00	43	60	45
6	0.00	6.82	5.26	38.89	63.64	45.61	61.11	29.55	49.12	36	44	57
7	18.52	14.29	18.42	29.63	61.90	42.11	51.85	23.81	39.47	27	42	38
8	15.38	24.14	11.76	30.77	44.83	41.18	53.85	31.03	47.06	13	29	34
All Grades	7.11	12.02	9.33	55.84	56.28	59.33	37.06	31.69	31.35	394	366	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	40.54	67.31	*	36.49	19.23	*	22.97	52	*	74
1	3.85		1.59	57.69		85.71	38.46		12.70	26		63
2	5.00	15.91	11.67	48.33	72.73	71.67	46.67	11.36	16.67	60	44	60
3	12.35	22.67	42.47	69.14	66.67	42.47	18.52	10.67	15.07	81	75	73
4	7.14	28.57	13.33	73.21	58.57	65.00	19.64	12.86	21.67	56	70	60
5	9.30	21.67	17.78	69.77	68.33	75.56	20.93	10.00	6.67	43	60	45
6	8.33	13.64	24.56	72.22	84.09	71.93	19.44	2.27	3.51	36	44	57
7	0.00	9.52	18.42	92.59	90.48	78.95	7.41	0.00	2.63	27	42	38
8	0.00	0.00	8.82	92.31	96.55	91.18	7.69	3.45	0.00	13	29	34
All Grades	8.12	19.07	21.63	68.27	72.75	65.48	23.60	8.17	12.90	394	367	504

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
879	**96.8**	**64.7**	**0.2**
Total Number of Students enrolled in Cesar E. Chavez 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	569	64.7
Foster Youth	2	0.2
Homeless	195	22.2
Socioeconomically Disadvantaged	851	96.8
Students with Disabilities	100	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
American Indian	1	0.1
Asian	2	0.2
Hispanic	857	97.5
Two or More Races	1	0.1
White	15	1.7

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; hold students to high expectations, and provide students with high-yield academic supports.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. Our K-8 school has dedicated substantial efforts toward fostering a positive school culture both within classrooms and throughout the campus, with a keen focus on attending to the academic and socio-emotional well-being of our students. According to the California School Dashboard for Cesar Chavez School, we have achieved significant improvements in several key areas: chronic absenteeism, suspension rates, and academic performance in both English Learner progress and Mathematics.

Despite these positive strides, the notable growth in English Learner progress did not translate to the ELA Indicator, which experienced a slight decline of 6.6 points. This highlights a critical area for continued improvement.

To address these challenges, we are implementing several strategic initiatives:

- Professional Learning Communities (PLCs): Facilitating collaborative teacher teams to share best practices and develop targeted instructional strategies.
- Cycles of Inquiry: Engaging in continuous cycles of data-driven inquiry to identify student needs, implement interventions, and assess outcomes.
- Lesson Design Support: Assisting teachers in creating effective lesson plans that are aligned with grade-level standards and focused on student engagement and mastery.
- Monitoring Student Progress: Regularly tracking student performance to ensure timely interventions and support.

As we move forward, our primary focus will be on fostering continuous growth across all grade levels. We are committed to creating an environment where every student can thrive academically and emotionally. By maintaining a holistic approach and leveraging our successful strategies, we aim to achieve sustained improvement in all subject areas, with a particular emphasis on enhancing ELA performance. Our goal is to ensure that all students are equipped with the skills and knowledge necessary for their future success.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
75.7 points below standard	91.2 points below standard	0 Students
Decreased -6.6 points	Decreased -12.3 points	
605 Students	422 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
82.1 points below standard	77.4 points below standard	149.8 points below standard
Increased +7.1 points	Decreased -7.4 points	Maintained -1.3 points
138 Students	584 Students	90 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 76.5 points below standard Decreased -6.8 points 588 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	64.4 points below standard Increased +12.3 points 12 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.2 points below standard Decreased Significantly -15.8 points 296 Students	41.8 points below standard Increased +3.1 points 126 Students	44.1 points below standard Increased +9.5 points 100 Students

Conclusions based on this data:

The analysis indicates that the majority of all student groups had experienced a decrease in their average scale scores, with the exception of the Homeless student group which had an increase of 7.1 points making it the only group not in red. 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 student group of particular concern, we are observing a positive trend of reclassifying students in all grade levels. 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 ELs is necessary to facilitate their progress within this student group.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
104.4 points below standard	117 points below standard	0 Students
Increased +12.4 points	Increased +3.3 points	
605 Students	422 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
92.7 points below standard	105.8 points below standard	169.4 points below standard
Increased Significantly +36.2 points	Increased +13.1 points	Increased +12.7 points
138 Students	584 Students	90 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 104.1 points below standard Increased +12.9 points 588 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	116.7 points below standard Increased +6.3 points 12 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127 points below standard Maintained -1.2 points 296 Students	93.6 points below standard Increased Significantly +16.3 points 126 Students	82.6 points below standard Increased Significantly +30.9 points 100 Students

Conclusions based on this data:

All student groups experienced an increase in their scale scores, with the Homeless group showing the highest growth (+36.2 points). However, the data indicates that English Learners still saw a decrease of 1.2 points. To address this, we must continue to strengthen first instruction. This should involve implementing intentional, standards-based instruction, providing targeted interventions, and continuously monitoring student progress toward mastering the standards. Additional measures are crucial, such as integrating writing into the mathematics curriculum and emphasizing problem-solving skills. Furthermore, fostering collaboration and knowledge-sharing among educators through Professional Learning Communities (PLCs) is essential. This will help disseminate effective practices and support continued growth across all student groups.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
49.4% making progress towards English language proficiency
Number of EL Students: 265 Students
Performance Level: 3

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.

2023 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
37	97	2	129

Conclusions based on this data:

Overall, our English Learner progress is strong, with 49.4% of our students making strides toward English proficiency. During the 2023-2024 school year 64 students were reclassified. This achievement was due to intentional planning and targeted small group interventions. To maintain this progress, teachers will focus on planning and employing instructional strategies that address specific domains where students struggle.

Throughout the year, data chats will be conducted with teachers to monitor the progress of EL students, identify areas of need, and emphasize the importance of the ELPAC Assessment and student outcomes. Both designated and integrated ELD will be implemented using district-adopted materials to support English Language Learner growth. Successful instructional practices will continue, and we are introducing Intervention Service Provider (ISP) to provide targeted interventions in small groups during MTSS time.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
27.3% Chronically Absent	22.5% Chronically Absent	3 Students
Declined Significantly -9.3	Declined Significantly -6.3	
934 Students	595 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
24% Chronically Absent	27.5% Chronically Absent	45.9% Chronically Absent
Declined Significantly -7.8	Declined Significantly -9.1	Declined -6.6
221 Students	902 Students	122 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 27.2% Chronically Absent Declined Significantly -8.7 912 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	28.6% Chronically Absent Declined -21.4 14 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 the correlation between absenteeism and 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
3.5% suspended at least one day	3.1% suspended at least one day	3 Students
Declined Significantly -2.5	Declined Significantly -1.3	
963 Students	606 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Orange
2.2% suspended at least one day	3.7% suspended at least one day	6.3% suspended at least one day
Declined Significantly -4.2	Declined Significantly -2.6	Declined -4
231 Students	929 Students	127 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 3.5% suspended at least one day Declined Significantly -2.5 938 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	6.3% suspended at least one day Declined -2.8 16 Students

Conclusions based on this data:

The data demonstrates a decline across all student groups. The combined efforts of our PBIS team, implementation of some 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, presentations on the effects of vaping, SEL class lessons, and engagement with parent groups such as English Learner Advisory Committee. This year, our focus will be to:

- Strengthen restorative justice practices that focus on mediation and agreement rather than punishment.
- Strengthen the existing PBIS framework to promote positive behavior. Continue to recognize and reward students who demonstrate good behavior and meet SOAR expectations.
- Offer professional development for teachers on classroom management techniques, conflict resolution to help them handle disciplinary issues more effectively and reduce the need for suspensions.
- Implement early intervention programs to identify and support at-risk students before behaviors escalate to the point of suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Kindergarten- 1st grade: English Star Early Literacy Assessment 2nd grade - 8th grade: English Star Reading Assessment	Year of Assessment 2023-2024 Percentage of students who scored At/Above Benchmark and SGP (Student Growth Proficiency) rate on the End of Year assessment: Early Literacy Kindergarten: 49% Grade 1: 7% — Reading Grade 2: 30.5% SGP: High Growth 28.2% Typical Growth 36.6% Low Growth 35.2% Grade 3: 26.5% SGP: High Growth 42.4% Typical Growth 31.8% Low Growth 25.8% Grade 4: 26.9% SGP: High Growth 39.1% Typical Growth 31.5% Low Growth 29.3% Grade 5: 19% SGP: High Growth 30.4% Typical Growth 40.5% Low Growth 29.1% Grade 6: 21.2% SGP: High Growth 33.3% Typical Growth 41.2% Low Growth 25.5% Grade 7: 25.8% SGP: High Growth 31.5% Typical Growth 34.8% Low Growth 33.7% Grade 8: 18% SGP:	Year of Assessment 2024-2025 50% of our students will achieve an average SGP of 65 (High Growth) or more in Star English Early Literacy and/or Reading. Percentage of students who will score At/Above Benchmark on the End of the Year Assessment: Star Early Lit: Kindergarten: 75% Grade 1: 70% —— Star Reading: Grades 2-8: 50%

	High Growth 23.8% Typical Growth 26.7% Low Growth 49.5%	
DLI Students in grades: Kindergarten - 1st grade Star Early Literacy Spanish Assessment 2nd Grade - 8th grade Star Reading in Spanish Assessment	Year of Assessment 2023-2024 Percentage of students who scored At/Above Benchmark in Star Spanish Early Literacy and/or Spanish Reading on the End of Year Assessment: Spanish Early Literacy Kindergarten: 91.2% Grade 1: 44.8% — Spanish Reading Grade 2: 64.7% Grade 3: 51.5% Grade 4: 52.6% Grade 5: 51.9% Grade 6: 73.3% Grade 7: 77.8% Grade 8: 47.4%	Year of Assessment 2024-2025 Percentage of students who will score At/Above Benchmark on Star Spanish Early Literacy and/or Spanish Reading on the End of the Year Assessment: Spanish Early Literacy Kindergarten: 80% Grade 1: 70% — Spanish Reading Grade 2: 75% Grade 3: 60% Grade 4: 75% Grade 5: 70% Grade 6: 85% Grade 7: 99% Grade 8: 65%
1st - 8th grade: Star Mathematics Assessments	Year of Assessment 2023-2024 Percentage of students who scored At/Above Benchmark and SGP (Student Growth Proficiency) rate on the End of Year assessment: Grade 1: 29.9% SGP: High Growth 4.8% Typical Growth 33.3% Low Growth 61.9% Grade 2: 32.6% SGP: High Growth 7% Typical Growth 23.9% Low Growth 69.1% Grade 3: 28% SGP: High Growth 22.7% Typical Growth 43.9% Low Growth 33.3% Grade 4: 11.9% SGP:	Year of Assessment 2024-2025 Increase SGP in all students in grades 1st - 8th grade by moving 20% of students from Low to Typical growth and Typical to High Growth on Star Mathematics. Students will score At/Above Benchmark on the End of the Year Assessment: Grade 1: 75% of students Grades 2-8: 50% of students

	High Growth 13% Typical Growth 31.5% Low Growth 55.5% Grade 5: 16.4% SGP: High Growth 36.7% Typical Growth 39.2% Low Growth 24.1% Grade 6: 12% SGP: High Growth 30.4% Typical Growth 26.5% Low Growth 43.1% Grade 7: 7.3% SGP: High Growth 13.8% Typical Growth 24.5% Low Growth 61.7% Grade 8: 4.4% SGP: High Growth 21.2% Typical Growth 31.3% Low Growth 47.5%	
3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP	Year of Assessment 2023-2024 Percent of students who Met/Exceed Benchmark in ELA is: 26% in Grade 3 23% in Grade 4 32% in Grade 5 21% in Grade 6 24% in Grade 7 23% in Grade 8 Percent of students who Met/Exceed Benchmark in MATH is: 35% in Grade 3 10% in Grade 4 15% in Grade 5 9% in Grade 6 13% in Grade 7 15% in Grade 8	Year of Assessment 2024-2025 Increase the amount of students in 3rd - 8th grade in Met/Exceeded Standard on the 2024-2025 CAASPP Assessment by 10% in both ELA and Math. Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met standard by 5%.
Kindergarten -8th grade: English Learners ELPAC Assessments	Year of Assessment 2023-2024	Year of Assessment 2024-2025

Reclassification Percentage of English Learners in 3rd - 8th grade	Percent of students who scored in each ELPAC level: Kindergarten Level 1- 18% Level 2- 24% Level 3- 25% Level 4- 6% Grade 1 Level 1- 6% Level 2- 21% Level 3- 14% Level 4- 0% Grade 2 Level 1- 7% Level 2- 17% Level 3- 29% Level 4- 8% Grade 3 Level 1- 7% Level 2- 20% Level 3- 20% Level 4- 7% Grade 4 Level 1- 11% Level 2- 16% Level 3- 25% Level 4- 7% Grade 5 Level 1- 1% Level 2- 18% Level 3- 21% Level 4- 5% Grade 6 Level 1- 8% Level 2- 11% Level 3- 13% Level 4- 6% Grade 7 Level 1- 1% Level 2- 9% Level 3- 24% Level 4- 7% Grade 8 Level 1- 2%	All English Learner students in all grade levels will increase one level on the 2024-2025 ELPAC. Increase the total percent of students in 3rd -8th grade who Reclassify in 2024-2025 to 30%.

	Level 2- 11% Level 3- 9% Level 4- 3% 25% of students in 3rd-8th grade (N=262) were reclassified during the 2023-2024 school year. (N=66)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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. PE clothes will be purchased for middle school students.	All Students	10000 LCFF 4000-4999: Books And Supplies Warehouse Materials 1000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for office equipment 3000 LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services 20189 LCFF 4000-4999: Books And Supplies Materials and supplies, including PE uniforms
1.2	Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.	All Students English Learners Hispanic Socioeconomically Disadvantaged Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Curriculum materials
1.3	To increase the number of 8th grade students promoting at the standards established by the School Board. Counselors will hold presentations for 8th grade students addressing the following topics: How to succeed in school, Calculating your GPA, Promotion requirements. Additionally, 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	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary

	their families to develop a plan for success and monitor their work completion and grades.		
1.4	Chavez will utilize the services of educational consulting group, Orenda Education, to focus on building highly effective teaching strategies and collective commitments to accelerate learning through effective first instruction. Grade-level teachers will continue to refine 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 analyzing blueprints and item specs, building assessments, guided planning, and data reflection sessions. 3 week learning cycles will continue to address student learning needs and monitor progress.	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Orenda contract
1.5	Conduct Student Monitoring Conferences facilitated by administration 3 times per year to analyze the Star Data Assessments; review instructional practices as they relate to Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data; identify patterns of academic growth; address students learning needs; identify students who are struggling to meet grade level goals and identify additional supports to address these needs. K-5 Teachers will be subbed out or meet after school and MS teachers will meet during their prep time or after school.	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	1200 LCFF 1000-1999: Certificated Personnel Salaries Substitutes (2 days 3 times for the year) 270 LCFF 3000-3999: Employee Benefits Sub benefits
1.6	To support greater academic achievement for middle school students, we will continue our work with California Ed Partners "On Track" program. This pilot study began with 2 teachers improving teaching practices (ex. reteach/retest strategy) and the goal is to spread these practices to other teachers.	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
1.7	Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards and to establish minimum expectations for writing at every grade level. 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 next steps for instruction. This will be done in grade levels and in vertical collaboration teams.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries 60000 Title I 5800: Professional/Consulting Services And Operating Expenditures Read, Write, Think contract
1.8	Once per trimester, students in grades 3-5 and/or middle school will be provided academic incentives such as a dance that celebrates students who are	All Students	3000 LCFF

	demonstrating proficiency in academics ("ABC Dance").		5800: Professional/Consulting Services And Operating Expenditures Academic incentives -DJ and other rewards
1.9	In order to provide students with enrichment opportunities, Art Trek, Inc. will provide art lessons to students while their teachers participate in the 3 week learning cycles with their grade level colleagues and address student learning needs as well as monitor their progress. (See Goal 1.4)	All Students	18456 Title I 5000-5999: Services And Other Operating Expenditures Art Trek, Inc. contract 13385 LCFF 5800: Professional/Consulting Services And Operating Expenditures Art Trek, Inc. contract
1.10	Continue implementing the MTSS Model of supports (inclusive of SSTs) for students 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 , Math and/or ELD during Core Instruction and/or before/after school tutoring. Their progress will be monitored.	All Students English Learners Students with Disabilities Hispanic Socioeconomically Disadvantaged	2000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Teachers ELOP 1000-1999: Certificated Personnel Salaries Teacher extra hours for tutoring before/after school District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher 39256 LCFF - Intervention 2000-2999: Classified Personnel Salaries 2 Paraeducators to support Grades 1st through 5th MTSS time 449 LCFF 3000-3999: Employee Benefits Sub benefits 14664 LCFF - Intervention 3000-3999: Employee Benefits Para benefits
1.11	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 at the end of each trimester. Provide professional development in AR to all	All Students	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech salary District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program

	teachers to ensure full participation and maximize implementation of the AR program.		2000 LCFF 4000-4999: Books And Supplies AR Incentives 750 LCFF 2000-2999: Classified Personnel Salaries Library/Media Tech OT 280 LCFF 3000-3999: Employee Benefits Library/Media Tech OT
1.13	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 English Learners. Admin will ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries
1.14	Conduct progress monitoring of English Learners, Long Term English Learners (LTELS) and recently reclassified students through the LAT process. 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 EL students who are not meeting their academic goals.	English Learners	LCFF 1000-1999: Certificated Personnel Salaries Substitutes (See Goal 1.10) 1000 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours Tutoring 23814 Title III 1000-1999: Certificated Personnel Salaries Intervention Service Provider 5572 Title III 3000-3999: Employee Benefits ISP abenefits and extra hours
1.15	Implement the Dual Language Immersion Program in TK-8th. In K-6, teachers will implement the Biliteracy Unit Framework roll out from the DLI units. Teachers will be released during power planning days to collaborate in order to develop standards based lessons for instruction and analyze data with the support of the instructional coach. Regularly conduct Dual Language Immersion (DLI) meetings to support teachers in the biliteracy program. New DLI teachers will have opportunities to observe experienced teachers.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salaries 16800 LCFF 1000-1999: Certificated Personnel Salaries Subs: Power Planning Days and Teacher extra hours 4612 LCFF 3000-3999: Employee Benefits Sub benefits

			District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA salary
1.16	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, AR, Read Naturally, and IXL).	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn program, Lexia, and ST Math, Dreambox 1465 Title I 5800: Professional/Consulting Services And Operating Expenditures Read Naturally Licenses
1.17	Provide differentiated support and accommodations to students with special needs as specified in their IEPs within their General Education classes. Monitor students' progress on goals and objectives, and make recommendations for necessary supports and services during their Initial, Annual, and Triennial IEP meetings.	Students with Disabilities	10000 LCFF 1000-1999: Certificated Personnel Salaries Subs to release teachers for IEPs or purchase of prep periods for GenEd and SpEd 2246 LCFF 3000-3999: Employee Benefits Sub benefits
1.18	Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.	Students with Disabilities	LCFF 1000-1999: Certificated Personnel Salaries Subs or purchase of prep periods (See Goal 1.17)
1.19	As a component of the Prop 28 Art & Music Grant funding, a Music Teacher will be recruited to enrich students' understanding of music fundamentals. Music instruction will be offered to TK-5 students once to twice weekly, and in Middle School, Music will be available as an elective within the Master Schedule. Equipment, materials, and supplies will be furnished to sustain the program's operational needs.	All Students	107000 Prop 28 1000-1999: Certificated Personnel Salaries Music teacher salary 24025 Prop 28 3000-3999: Employee Benefits Music teacher benefits 30908 Prop 28 4000-4999: Books And Supplies Operating costs: equipment, materials and supplies
1.20	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Salaries
1.21	Implementation of the districtwide Learning Management System (LMS), CANVAS, to complete and upload assignments, grades, and	All Students	District Funded

	attendance. Teachers will receive Professional Development via CANVAS modules.		5000-5999: Services And Other Operating Expenditures Canvas LMS
1.22	Ensure confidentiality of documentation and sensitive student information.	All Students Students with Disabilities	1000 LCFF 5000-5999: Services And Other Operating Expenditures Contract for Shredding Services
1.26	Aligned with the school's Communication Arts focus, a group of 5th grade and a group of 8th grade students will take part in the Youth Cinema Project. This initiative, backed by the Youth Cinema Project (YCP), will enrich project-based learning by giving students the chance to write, produce, act in, and film their own projects.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Youth Cinema Project Contract with District
1.29	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). Students will participate in yearly enriching learning experiences tied to the BUFs or extend understanding of grade level standards. Kindergarten - Santa Barbara Zoo 1st - Moxie, Community Garden 2nd - Museum of Agriculture Santa Paula, Nutcracker, Santa Barbara Zoo 3rd - Heritage Square, Moorpark Zoo, Natural History Museum 4th grade - Santa Barbara Mission 5th - Ronald Reagan Presidential Library 6th - Getty Villa, Community College 7th - Getty Museum, CSU College 8th - Museum of Tolerance, UC or Private University	All Students	10000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip: Entrances and Transportation
1.30	Provide family education nights (ex. literacy, math, SEL) to enable and develop family academic support.	All Students	400 LCFF 1000-1999: Certificated Personnel Salaries Certificated extra hours LCFF 4000-4999: Books And Supplies Copies, promotional materials, incentives for attendees (See Goal 1.1) 200

			LCFF 2000-2999: Classified Personnel Salaries Extra hours for child care. 90 LCFF 3000-3999: Employee Benefits Certificated benefits 75 LCFF 3000-3999: Employee Benefits Classified benefits
1.31	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Salaries
1.32	The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD (integrated and designated) to improve instructional practices and improve student achievement and engagement.	All Students	10000 Title III 5000-5999: Services And Other Operating Expenditures CABE Conference (6 attendees including staff and parents) 2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours to attend PD
1.34	Teachers and administrators will engage in observation and feedback cycles to support with achieving collective agreements, established goals for instruction including Biliteracy Look For's and to identify areas of support or professional development needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher and administrator salaries
1.35	Support the AVID program with tutors, materials, and field trips. Support with AVID students taking a larger leadership role at the school to develop critical social and leadership skills for academic success.	All Students	District Funded 2000-2999: Classified Personnel Salaries AVID Tutors salaries LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trip transportation and/or services, entrance fees, and operations (see Goal 1.29) LCFF 4000-4999: Books And Supplies Materials and supplies (See Goal 1.1)
1.36	Leadership Team will meet monthly to create and monitor the Single Plan for Student Achievement;	All Students	1000 LCFF

	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.		1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members
1.37	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. Prioritize McKinney Vento (Homeless), Hispanic, and SED students for acceptance into the After School Program.	All Students	ASES 5000-5999: Services And Other Operating Expenditures No addiitonal cost
1.38	A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	All Students	ASES 1000-1999: Certificated Personnel Salaries No addiitonal cost
1.39	After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	All Students	ASES No additonal cost
1.40	Hold academic competitions, events, and experiences for students to develop and showcase the characteristics of the Student Profile (ex. spelling bees, African American speech contest, Youth Cinema Project, Battle of the Books, Pathway Towards Biliteracy, etc.)	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional costs

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation of activities was successful, with most activities being carried out as planned. We have observed promising growth in certain areas. For instance, the percentage of students reclassified this year increased to 14%, marking a 3% rise from the previous year. Some individual teachers have adopted new practices in instruction, intervention, grading, and maintaining high standards for students. In these classrooms, there has been a noticeable improvement in student outcomes. However, to achieve a broader impact across the entire school, these practices need to be consistently implemented. The leadership team has also become more proactive in establishing the tone and expectations for all teachers, which will be crucial in driving the necessary cultural and practical change moving forward.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Early in the year, our site-based TOSA left for another position, resulting in insufficient follow-up on many of our strategies and plans. Despite this, all budgeted items, including Read Write Think, 3-week cycles, Mindset Academy, Art Trek, and substitutes for planning, were utilized as planned. No major budget changes occurred.

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 are establishing a partnership with Orenda Group, which will serve as the main support provider for implementing PLCs, 3-week cycles, and instructional practice changes going forward (Activity 1.4). Additionally, increased funding has been designated for substitutes to facilitate collaborative planning days for K-6 DLI teachers,

aiding in the development of strong lesson design (Activity 1.15). Furthermore, the California Ed Partners "On Track" program is slated to continue into the next year (Activity 1.6).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the ADA report run on 5/17/24, Chavez had an overall Enrollment of 782 students with 92.97% Average Daily Attendance Rate. 147 students were chronically absent = 18%	Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 10%. Previous goal almost met (26% last year).
Suspension Rates	As of report run on 5/17/24, the number of suspension incidents was 23.	Decrease the amount of school suspensions by 50%.
Panorama Survey	Winter 2023 Data as of 5/17/24: Grades 3-5 Teacher Student Relationships: 75% Sense of Belonging: 67% Social Awareness: 65% Engagement 63%	Increase the percent of students in each category by 10%.

	Growth Mindset 62% Self-Management 61% Emotional Regulation 53% Grades 6-8 Self Management 60% Teacher-Student Relationships 53% Social Awareness 51% Growth Mindset 46% Emotional Regulation 42% Sense of Belonging 38% Engagement 28%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue implementation of the positive behavior support model school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. Staff will fully implement the SOAR (Guidelines for Success). The specific focus this year will be continuing the incentive program based on SOAR, establishing structured playground activities, and enforcing clear and common expectations on locations around school for all grade levels. Provide extra hours for Power Planning Days/Meetings for PBIS to plan during the summer, as well as events throughout the year (Spirit Weeks, etc.).	All Students	2000 LCFF 1000-1999: Certificated Personnel Salaries PBIS team extra hours LCFF 4000-4999: Books And Supplies Incentives for PBIS (Goal 1.1)
2.2	Staff will follow the MultiTiered Systems of Supports (MTSS) pyramid for behavior and social-emotional supports. Counselors/administrators will implement restorative approaches for Positive Behavior Interventions and Supports including restorative circles and/or small group counseling groups.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged Hispanic	No additonal cost
2.3	Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students.	All Students English Learners Students with Disabilities Foster Youth Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries ORC salary 500 LCFF 2000-2999: Classified Personnel Salaries ORC: Extra time 187 LCFF 3000-3999: Employee Benefits ORC benefits
2.4	School Counselors will work with students and families regarding behavior and social-emotional	All Students	District Funded

	concerns, individually and/or in small groups or the class setting. The focus for this year will be establishing consistent groups for emotional regulation and social skills. (Tier I, II, & III)	Students with Disabilities English Learners Hispanic Students with Disabilities Socioeconomically Disadvantaged	1000-1999: Certificated Personnel Salaries Counselor salary
2.5	Hold monthly awards assemblies for TK-5 and Trimester Award assemblies for middle school to recognize improvement, academic success, and behavior/citizenship. Once per trimester, students who have been present 100% of the time will be recognized. 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.	All Students	2000 LCFF 4000-4999: Books And Supplies Incentives (t-shirts for Soaring Eagle and Attendance)
2.6	Mitigate interpersonal issues and self-regulation 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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC, admin salaries
2.7	The school will hold regular MTSS and Student Success Team (SST) meetings to identify students in need of more support.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teachers and Subs District Funded 1000-1999: Certificated Personnel Salaries Health Benefits
2.8	Host events to build school spirit and community, including the Sports Banquet, Talent Show, Winter Showcase, 8th grade celebration activities, etc.	All Students	PTA/PTO
2.9	Reinforce structure on the playground to support students in making positive choices and create a safer play environment for students. Areas are color coded to correspond to the activities and equipment that can be used in certain areas, (i.e.basketball courts will be the orange area and only basketballs should be used in that area). Equipment will be replenished.	All Students	2000 LCFF 4000-4999: Books And Supplies Playground equipment and signage
2.10	Wellness Center will be open for student use as well as used as a center for planned activities at lunch and other unstructured times to provide a space for students to learn social-emotional skills and build relationships with peers. It will also be open as a Homework space for students identified	All Students English Learners Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries

	as at-risk through Operation Si Se Puede (See Goal 1, Activity 1.3).	Socioeconomically Disadvantaged	
2.11	The Safety Committee will revise and monitor the Comprehensive School Safety Plan and 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 a Schoolwide Evacuation (once a year).	All Students	500 LCFF 1000-1999: Certificated Personnel Salaries Safety Committee extra hours 1000 LCFF 4000-4999: Books And Supplies Materials and supplies
2.12	Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. 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.	All Students	District Funded 2000-2999: Classified Personnel Salaries 8 Campus Assistants salaries 1500 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor extra hours 560 LCFF 3000-3999: Employee Benefits Campus supervisor benefits
2.13	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries
2.14	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries
2.15	To increase meaningful participation, school connectedness and build school culture, spirit weeks will be implemented throughout the year following the district identified Monthly themes and a schoolwide flag salute will be conducted once weekly with positive message and recognition of students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselors and ORC salaries
2.16	Student attendance will be monitored on a biweekly basis by the attendance tech, ORC, and administration to identify trends and patterns of attendance in order to support students and families. Identified students will be placed on attendance contracts, incentives will be provided, parents will be conferenced with, and home visits will be conducted. Regular tardy sweeps will be implemented for middle school.	All Students Students with Disabilities	LCFF 4000-4999: Books And Supplies Incentives (See Goal #1.33) District Funded 1000-1999: Certificated Personnel Salaries Staff Salaries

2.19	Efforts to increase student voice and agency will include administration establishing and meeting monthly with student focus groups: 3-5 and 6-8 ("Eagle Advisory Group").	All Students	District Funded 1000-1999: Certificated Personnel Salaries No Additional cost
2.29	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, Triple P Classes, and Loving Solutions.	English Learners	District Funded 2000-2999: Classified Personnel Salaries ORC salary

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of various PBIS components was highly successful. Following a site visit by a PBIS evaluator, we proceeded to apply for Silver PBIS recognition through the California Coalition of PBIS. Additionally, several new traditions were initiated, such as the introduction of SOAR tickets and the Día Del Nino event, aimed at fostering a stronger sense of school community. This year, new sports were introduced, leading to a notable rise in school spirit. However, challenges arose in maintaining consistent counseling groups, student voice advisory groups, and whole school assemblies during the latter part of the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget allocation was expanded to include planning days for the PBIS team. Additionally, funding for a Wellness Center was secured at the conclusion of the 2022-2023 school year, and its construction and implementation were carried out over the course of this year. No further variances were noted between the budget and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following the success of this year's PBIS planning day, the budget now includes additional planning days (Activity 2.1). Moreover, the utilization of the Wellness Center has been incorporated into the plan (Activity 2.10).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries
3.2	The parent compact will be developed and revised at parent meetings.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries

3.3	The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
3.4	Parent Education will be provided by the school, which will include transition to HS, to Middle School, TK/K Orientation, out of Kindergarten, Early Literacy, A-G requirements, creating email accounts and pairing to students' CANVAS accounts, and signing parents up to Parent Square in order to facilitate communication and increase parent and family involvement in schools.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries District Funded 2000-2999: Classified Personnel Salaries ORC salary
3.5	Parent/Teacher conferences will be held in the Fall and the Spring to inform families of students' ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.	All Students	200 Title III 2000-2999: Classified Personnel Salaries Translation extra hours 75 Title III 3000-3999: Employee Benefits Staff benefits
3.6	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 and will occur once per trimester.	All Students	Mixteco Translation (See Goal 3.5)
3.7	IEP meetings will be held to plan individual student support instructional needs and other supports.	Students with Disabilities	Substitute Teachers (See Goal 1.17)
3.8	Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
3.9	Notify parents of upcoming events through Parent Square, student iPads, OSD app, display cases, and updated school website with information for parents.	All Students	Translation (See Goal 3.5)
3.10	Hold a Parent Informational Night to inform parents of he Biliteracy Program.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries
3.11	Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
3.12	Invite parents of EL students whom been reclassified to a Reclassification Celebration. Conduct outreach to parents of students who did	English Learners	500 Title III

	not qaualify to explain the impact and risk of becoming Long Term English Learners, what supports are provided and how they can support.		4000-4999: Books And Supplies Refreshments and medals
3.13	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.	English Learners	Title III 5000-5999: Services And Other Operating Expenditures CABE conference (See Goal 1.32)
3.14	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 the ORC to the site staff and will include home visits.	Foster Youth Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC salary District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
3.15	Coordinate 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.	English Learners	741 Title III 4000-4999: Books And Supplies Refreshments
3.16	Administration and School Counselor will hold meetings for Middle school parents of students who get Ds and/or Fs on their Progress Reports to talk about expectations, explain supports and 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. Hold a Middle School Orientation day where parents will be educated on how to support their middle school child, requirements for promotion, preparation for high school, and to pick up schedules, meet teachers, and other information to facilitate the transition to middle school.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
3.17	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.	All Students	None Specified
3.18	Invite parents of 8th grade students to participate in their child's promotion to high school celebration ceremony.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and supplies for promotion
3.19	Conduct a Parent Needs Survey to help identify parent needs and supports for students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Staff salaries
3.20	Recruit parent liaisons (one per class) 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	All Students	District Funded 1000-1999: Certificated Personnel Salaries

	communication for our Parent Committee meetings (ELAC Meetings, SSC Meetings, PTA) and other events (Coffee with the Principal, Parent Family Events, etc..). Provide an orientation/training for parent liaisons.		Staff salaries
3.21	To improve home-school communication and parent involvement, a monthly newsletter will be sent via ParentSquare and the school website with upcoming activities, resources, and reminders.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Parent Square contract

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The execution of strategies proceeded according to plan, although parent engagement remains an ongoing challenge. Encouragingly, there were notable improvements, particularly evident during community events like Día de los Muertos and Día del Nino, which saw significant parent and community involvement. Furthermore, the PTA has experienced a robust rebuilding year, marked by efforts to replenish funds and bolster membership. However, we need to continue efforts of communicating with our families and increase parent involvement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan on Incorporating orientation days for kindergarten (Activity 3.4) and middle school to assist parents in preparing for their students' transition (Activity 3.16). Enhanced emphasis will be placed on recruiting and training parent liaisons (Activity 3.20). To enhance home-school communication and increase parent involvement, a monthly newsletter will be distributed via ParentSquare and the school website, featuring upcoming activities, resources, and reminders (Activity 3.21).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$121,823.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$454,369.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$79,921.00
Title III	$41,902.00

Subtotal of additional federal funds included for this school: $121,823.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$116,693.00
LCFF - Intervention	$53,920.00
Prop 28	$161,933.00

Subtotal of state or local funds included for this school: $332,546.00

Total of federal, state, and/or local funds for this school: $454,369.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	79,921.00	0.00
Title III	41,902.00	0.00
LCFF	116,693.00	0.00
LCFF - Intervention	53,920.00	0.00
Prop 28	161,933.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	116,693.00
LCFF - Intervention	53,920.00
Prop 28	161,933.00
Title I	79,921.00
Title III	41,902.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	167,714.00
2000-2999: Classified Personnel Salaries	42,406.00
3000-3999: Employee Benefits	53,105.00
4000-4999: Books And Supplies	69,838.00
5000-5999: Services And Other Operating Expenditures	30,456.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	87,850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	35,900.00
2000-2999: Classified Personnel Salaries	LCFF	2,950.00
3000-3999: Employee Benefits	LCFF	8,769.00
4000-4999: Books And Supplies	LCFF	37,689.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	26,385.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	39,256.00
3000-3999: Employee Benefits	LCFF - Intervention	14,664.00
1000-1999: Certificated Personnel Salaries	Prop 28	107,000.00
3000-3999: Employee Benefits	Prop 28	24,025.00
4000-4999: Books And Supplies	Prop 28	30,908.00
5000-5999: Services And Other Operating Expenditures	Title I	18,456.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	61,465.00
1000-1999: Certificated Personnel Salaries	Title III	24,814.00
2000-2999: Classified Personnel Salaries	Title III	200.00
3000-3999: Employee Benefits	Title III	5,647.00
4000-4999: Books And Supplies	Title III	1,241.00
5000-5999: Services And Other Operating Expenditures	Title III	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	442,106.00
Goal 2	10,247.00

Goal 3	2,016.00

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
Javier Herrera	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Jesus Herrera	Other School Staff
Florencia Zavala	Parent or Community Member
Ines Gonzalez	Parent or Community Member
Beatriz Perez Palma	Parent or Community Member
Alicia Fabian Lopez	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
	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 23, 2024.

Attested:

Principal, Bertha M. Anguiano on

SSC Chairperson, Florencia Zavala 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

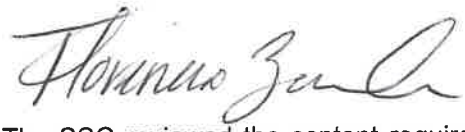
Recommendations and Assurances

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
	English Learner Advisory Committee Florencia Zavala

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 23, 2024.

Attested:

Principal, Bertha M. Anguiano on May 23, 2024

SSC Chairperson, Florencia Zavala on 5/24/2024

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	May 29, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Curren School K-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Curren School K-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 in all content areas and 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 whole student development.

Our primary focus centers on delivering effective first instruction, demonstrated 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. These opportunities include, but are not limited to, the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). We also encourage parents to play an active role by attending our additional Open House in the spring, Math and Literacy Nights, monthly Coffee with the Principal meetings, and other parent engagement initiatives to further support and foster meaningful and productive opportunities for parents to engage in their child's academic and socio-emotional growth.

We are also continually implementing and refining 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 an strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. The school planned actions are all within the recommendations of the OSD Strategic Plan goals.
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.

Educational Partner Involvement

How, when, and with whom did Curren School K-8 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 10, 11, 15, 17 and May 20, 2024 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 2024-2025 school year, grade level teams met as Professional Learning Communities (PLCs) on May 7, 2024. This 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 April 23, 2024, the School Principal shared the revised 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 2024-2025 budget for the identified initiatives.

The School Site Council convened on April 29 and May 29, 2024, to thoroughly review the main components of the SPSA and gain a comprehensive understanding of the three SPSA goals. During this meeting, the school 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 26 and May 31, 2024, with a 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.

This section is required for all schools eligible for ATSI and CSI.

Unfortunately, due to a shortage of substitutes, there was limited opportunity for dedicated days set aside for teacher pull-out 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.

After-school tutoring sessions were also affected due to limited staff availability. Staff members were unable to consistently offer after-school tutoring across grade levels, thereby limiting the number of students who could participate in additional interventions after school. 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 traumatic situations outside of school, 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. 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. These opportunities will be aimed at the start of the instructional day.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Mathematics: Overall, students scored in the state low performance level of Orange, at 100.4 points below standard, but they did increase by 7.7 points from the previous year. The following student groups scored within the Orange level: English Learner, Hispanic, Homeless, and Socioeconomically Disadvantaged. Students with Disabilities scored within the Red performance level. To address and ensure growth in these areas, teachers will collaborate and plan with our District Math TOSA in effective mathematics instruction, lesson planning, and design. Additionally, teachers will continue working on identifying and selecting the Mathematics Priority Standards that each grade level will teach during the school year to support student math proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English learners and Students with Disabilities scored two performance levels below the all student performance in ELA. The SPSA includes actions to ensure students make progress in this area during the 2024-25 school year. Specific MTSS time has been scheduled by grade level for students to receive specific intervention support during the school day. Students identified will receive intervention through the ISP in the areas identified. Students with Disabilities are two levels below the all student performance. Students will be monitored during instruction via the IEP goals to ensure they make the expected outcomes.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Winter 2024 Panorama Social-Emotional Learning Survey: Student Competency & Well-Being Measures (SENSE OF BELONGING) - Grades 3–5 Panorama data for how well students regulate their emotions. For 3rd-5th grade students,

only 46% indicated they are able to regulate their emotions well. This indicates a need to continuously have dedicated Community Circle time regularly in these grade levels. This is a continued planned action for the coming school year.

Winter 2024 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures (SENSE OF BELONGING) - Grades 6–8. Panorama for how attentive and invested students are in class. Students in 6th-8th grade indicated that only 34% responded favorably. This indicates a continuous need to engage students during instruction via instructionally engaging strategies during core instruction. Regularly practicing community circles, in addition to using high leverage instructional strategies have been planned to support student engagement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Curren School K-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.55%	0.22%	0.11%	5	2	1
Asian	0.33%	0.11%	0.11%	3	1	1
Filipino	0.22%	0.65%	0.68%	2	6	6
Hispanic/Latino	96.92%	97.07%	96.95%	881	894	857
Pacific Islander	%	0%	%		0	
White	1.76%	1.63%	1.70%	16	15	15
Multiple/No Response	0.22%	0.33%	0.45%	2	3	4
			Total Enrollment	909	921	884

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	98	76
Grade 1	98	100	97
Grade 2	90	100	93
Grade3	96	86	97
Grade 4	96	98	89
Grade 5	96	109	94
Grade 6	113	113	115
Grade 7	111	112	109
Grade 8	112	105	110
Total Enrollment	909	921	884

Conclusions based on this data:

Although there was a decrease in student enrollment for this school year, 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 almost 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 the exception of Kindergarten, but without significant disparities among cohorts. The full implementation of the Dual Language Immersion program from Kindergarten through 6th 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	540	561	529	51.60%	59.4%	59.8%
Fluent English Proficient (FEP)	171	162	172	23.70%	18.8%	19.5%
Reclassified Fluent English Proficient (RFEP)				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 to about 60% of our total enrollment. In 2023-2024, a total of 89 students met the criteria for reclassification based on their performance and district benchmarks from the 2023-2024 school year.

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 2023-2024 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 in grades K-8.

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	74	15	20%	14	19%	24	32%	21	28%	Level 3	795
Grade 1	94	43	46%	13	14%	24	26%	14	15%	Level 2	798
Grade 2	19	17	89%	2	11%	0	0%	0	0%	Level 1	754

Conclusions based on this data:

Second grade shows a notable drop in Early Literacy scores, most likely as a result of the number of second grade students being assessed with Early 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. 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 previous school years. The scores are on par with those seen throughout the District. First grade scores show a need to support students with early literacy skills as 41% of students did not make the anticipated growth by the end of the school year.

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	49	52%	27	29%	16	17%	2	2%	Level 1	861
Grade 3	94	53	56%	19	20%	9	10%	13	14%	Level 1	917
Grade 4	87	39	45%	17	20%	16	18%	15	17%	Level 2	989
Grade 5	86	43	50%	25	29%	12	14%	6	7%	Level 1	1001
Grade 6	118	48	41%	35	30%	30	25%	5	4%	Level 1	1004
Grade 7	107	47	44%	29	27%	27	25%	4	4%	Level 1	1035
Grade 8	108	27	25%	30	28%	45	42%	6	6%	Level 2	1076

Conclusions based on this data:

Data indicates that as students get older and progress through the assessment periods, they fall off their grade-level targets as rigor and complexity increase. End-of-the-year data shows that 2nd-8th grade At/Above Benchmark attainment is evenly and/or closely distributed between 18% and 49% of students in each grade level. The results are very similar in percentage numbers across all grade levels at the Urgent Intervention Level, with the exception of 8th grade. By the time they reach 8th grade, a large number of students (25%) are in the red urgent intervention zone, while 49% meet or exceed the benchmark by the end of the school year. This indicates that about half of the students are not properly prepared for the 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	95	37	39%	33	35%	20	21%	5	5%	Level 2	829
Grade 2	79	39	49%	24	30%	10	13%	6	8%	Level 1	883
Grade 3	94	57	61%	15	16%	16	17%	6	6%	Level 1	934
Grade 4	87	33	38%	31	36%	15	17%	8	9%	Level 2	992
Grade 5	87	48	55%	24	28%	6	7%	9	10%	Level 1	1026
Grade 6	115	64	56%	30	26%	11	10%	10	9%	Level 1	1025
Grade 7	104	67	64%	20	19%	15	14%	2	2%	Level 1	1025
Grade 8	97	58	60%	21	22%	9	9%	9	9%	Level 1	1061

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, 23% 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 4%, 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		95	86		94	85		94	85		98.9	98.8
Grade 4		96	96		94	96		94	96		97.9	100.0
Grade 5		95	116		95	116		95	116		100.0	100.0
Grade 6		111	109		109	109		109	109		98.2	100.0
Grade 7		106	112		106	112		106	112		100.0	100.0
Grade 8		110	110		110	108		110	108		100.0	98.2
All Grades		613	629		608	626		608	626		99.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2381.		4.26	11.76		19.15	14.12		22.34	34.12		54.26	40.00
Grade 4		2418.	2391.		11.70	5.21		14.89	11.46		24.47	21.88		48.94	61.46
Grade 5		2427.	2439.		6.32	8.62		13.68	18.10		20.00	28.45		60.00	44.83
Grade 6		2476.	2448.		6.42	4.59		22.02	17.43		28.44	19.27		43.12	58.72
Grade 7		2498.	2508.		6.60	8.93		21.70	25.00		33.96	29.46		37.74	36.61
Grade 8		2497.	2536.		0.91	11.11		25.45	30.56		23.64	26.85		50.00	31.48
All Grades	N/A	N/A	N/A		5.92	8.31		19.74	19.81		25.66	26.52		48.68	45.37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	9.41		58.51	55.29		37.23	35.29
Grade 4		8.51	5.21		62.77	52.08		28.72	42.71
Grade 5		4.21	6.90		60.00	55.17		35.79	37.93
Grade 6		7.34	3.67		55.96	37.61		36.70	58.72
Grade 7		8.49	10.71		63.21	58.93		28.30	30.36
Grade 8		5.45	15.74		50.00	53.70		44.55	30.56
All Grades		6.41	8.63		58.22	52.08		35.36	39.30

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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	8.24		44.68	49.41		50.00	42.35
Grade 4		5.32	2.08		55.32	55.21		39.36	42.71
Grade 5		6.32	6.03		36.84	51.72		56.84	42.24
Grade 6		11.93	7.34		47.71	38.53		40.37	54.13
Grade 7		9.43	9.82		47.17	60.71		43.40	29.46
Grade 8		1.82	9.26		55.45	55.56		42.73	35.19
All Grades		6.74	7.19		48.03	51.92		45.23	40.89

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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	7.06		78.72	71.76		19.15	21.18
Grade 4		6.38	3.13		77.66	65.63		15.96	31.25
Grade 5		7.37	4.31		70.53	72.41		22.11	23.28
Grade 6		9.17	6.42		71.56	75.23		19.27	18.35
Grade 7		8.49	9.82		71.70	72.32		19.81	17.86
Grade 8		5.45	7.41		72.73	78.70		21.82	13.89
All Grades		6.58	6.39		73.68	72.84		19.74	20.77

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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	7.06		60.64	64.71		34.04	28.24
Grade 4		3.19	3.13		64.89	65.63		31.91	31.25
Grade 5		8.42	12.93		54.74	59.48		36.84	27.59
Grade 6		6.42	9.17		68.81	57.80		24.77	33.03
Grade 7		8.49	7.14		69.81	70.54		21.70	22.32
Grade 8		4.55	20.37		71.82	55.56		23.64	24.07
All Grades		6.09	10.22		65.46	62.14		28.45	27.64

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The 2023 CA School Dashboard indicated that our CAASPP testing results 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 was modest progress in Language Arts. Across grades 3 to 8, we observed a 2-3% increase in the proportion of students meeting or exceeding expectations in the 2022-2023 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 preliminary data for 2023-2024, it is evident that two-thirds of our students continue to perform below grade level expectations. For 2023-2024, preliminary data is consistent with the previous year. Although most grade levels made growth in English Language Arts, seventh grade had a decrease of 4%, when comparing year to year data. Most other grades made a growth of 3-9% or maintained growth from previous year. The areas of greatest need continue be in written language expression and research/inquiry. Students persist in encountering challenges when it comes to analyzing and presenting information effectively. Further examination of the preliminary 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		95	86		95	86		95	86		100.0	100.0
Grade 4		96	96		95	96		95	96		99.0	100.0
Grade 5		95	116		95	116		95	116		100.0	100.0
Grade 6		110	109		108	109		108	109		98.2	100.0
Grade 7		106	112		106	112		106	112		100.0	100.0
Grade 8		110	110		110	108		110	108		100.0	98.2
All Grades		612	629		609	627		609	627		99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2388.		3.16	5.81		13.68	26.74		24.21	20.93		58.95	46.51
Grade 4		2427.	2406.		6.32	3.13		17.89	10.42		28.42	30.21		47.37	56.25
Grade 5		2405.	2438.		0.00	6.90		6.32	11.21		20.00	22.41		73.68	59.48
Grade 6		2439.	2406.		0.93	0.00		12.04	4.59		24.07	19.27		62.96	76.15
Grade 7		2436.	2466.		0.00	8.04		2.83	8.93		30.19	25.00		66.98	58.04
Grade 8		2412.	2434.		0.00	0.00		5.45	6.48		12.73	11.11		81.82	82.41
All Grades	N/A	N/A	N/A		1.64	3.99		9.52	10.85		23.15	21.37		65.68	63.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.14		37.89	51.16		55.79	40.70
Grade 4		12.63	6.25		36.84	33.33		50.53	60.42
Grade 5		0.00	6.03		29.47	39.66		70.53	54.31
Grade 6		1.85	0.00		33.33	21.10		64.81	78.90
Grade 7		0.00	5.36		32.08	38.39		67.92	56.25
Grade 8		0.00	0.93		21.82	27.78		78.18	71.30
All Grades		3.28	4.31		31.69	34.77		65.02	60.93

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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	19.77		32.63	37.21		63.16	43.02
Grade 4		8.42	2.08		41.05	46.88		50.53	51.04
Grade 5		2.11	6.90		36.84	33.62		61.05	59.48
Grade 6		1.85	0.92		44.44	33.03		53.70	66.06
Grade 7		0.00	7.14		48.11	40.18		51.89	52.68
Grade 8		1.82	2.78		38.18	42.59		60.00	54.63
All Grades		2.96	6.22		40.39	38.76		56.65	55.02

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.47		55.79	58.14		41.05	31.40
Grade 4		6.32	6.25		57.89	45.83		35.79	47.92
Grade 5		2.11	2.59		35.79	62.07		62.11	35.34
Grade 6		3.70	0.92		56.48	47.71		39.81	51.38
Grade 7		0.00	6.25		59.43	58.93		40.57	34.82
Grade 8		0.00	1.85		46.36	38.89		53.64	59.26
All Grades		2.46	4.47		52.05	51.99		45.48	43.54

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The following analysis is derived from the preliminary data during the 2023-2024 CAASPP administration school year and remains predominantly similar to previous years, with some growth in three of the grade levels. 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 the same percentage, with some growth in fourth, sixth, and eighth grade when compared to the period preceding the 2022-2023 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 third, fifth, and seventh grade levels when compared year-to-year. However, when data is compared to the previous year's grade level cohorts, most grade levels showed growth. This trend underscores the need for reviewing, analyzing, and further implementing the Common Core State Standards, with particular emphasis on the significance of rigorous first instruction.

For the upcoming school year, educators will prioritize targeted mathematics instruction, focusing on essential standards, to ensure students meet the standards and are adequately prepared for the 2024-2025 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1413.2	1424.1		1417.3	1373.3		1403.4	30	0	68
1	1434.9		1440.0	1453.0		1452.9	1416.5		1426.6	61	0	79
2	1469.2	1517.7	1461.5	1473.4	1514.3	1467.8	1464.4	1520.6	1454.5	64	71	75
3	1473.6	1488.6	1503.7	1476.7	1491.3	1506.2	1470.1	1485.3	1500.7	68	71	60
4	1480.4	1516.0	1506.1	1480.1	1520.8	1509.1	1480.3	1510.7	1502.6	57	63	65
5	1505.0	1511.0	1514.2	1501.2	1506.3	1512.3	1508.4	1515.3	1515.6	45	51	55
6	1507.9	1539.9	1518.1	1513.2	1540.8	1510.6	1502.0	1538.8	1525.0	31	39	47
7	1522.4	1539.4	1538.9	1514.8	1533.5	1532.3	1529.6	1544.8	1544.9	34	27	32
8	1542.9	1543.2	1547.4	1540.6	1531.1	1527.7	1544.6	1554.9	1566.6	23	28	26
All Grades										413	350	507

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		11.76	33.33		29.41	36.67		38.24	20.00		20.59	30		68
1	8.20		3.80	29.51		37.97	31.15		36.71	31.15		21.52	61		79
2	14.06	50.00	8.00	32.81	31.25	40.00	42.19	18.75	29.33	10.94	0.00	22.67	64	16	75
3	7.35	12.68	23.33	36.76	33.80	38.33	41.18	42.25	26.67	14.71	11.27	11.67	68	71	60
4	12.28	25.40	13.85	21.05	41.27	44.62	45.61	22.22	30.77	21.05	11.11	10.77	57	63	65
5	11.36	15.69	20.00	29.55	23.53	41.82	38.64	50.98	21.82	20.45	9.80	16.36	44	51	55
6	10.00	20.51	19.15	16.67	51.28	23.40	56.67	23.08	44.68	16.67	5.13	12.77	30	39	47
7	11.76	22.22	18.75	35.29	44.44	43.75	41.18	25.93	28.13	11.76	7.41	9.38	34	27	32
8	18.18	10.71	15.38	36.36	39.29	50.00	36.36	42.86	26.92	9.09	7.14	7.69	22	28	26
All Grades	10.98	19.66	13.81	30.24	37.29	38.07	40.73	34.24	31.95	18.05	8.81	16.17	410	295	507

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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		16.18	40.00		30.88	23.33		26.47	20.00		26.47	30		68
1	26.23		17.72	32.79		41.77	26.23		25.32	14.75		15.19	61		79
2	23.44	56.25	18.67	32.81	25.00	36.00	35.94	18.75	28.00	7.81	0.00	17.33	64	16	75
3	25.00	28.17	36.67	44.12	39.44	43.33	25.00	23.94	11.67	5.88	8.45	8.33	68	71	60
4	24.56	49.21	36.92	40.35	33.33	38.46	22.81	11.11	13.85	12.28	6.35	10.77	57	63	65
5	29.55	27.45	43.64	31.82	54.90	27.27	22.73	7.84	10.91	15.91	9.80	18.18	44	51	55
6	20.00	53.85	29.79	43.33	30.77	27.66	30.00	10.26	34.04	6.67	5.13	8.51	30	39	47
7	20.59	25.93	31.25	35.29	48.15	53.13	38.24	22.22	12.50	5.88	3.70	3.13	34	27	32
8	27.27	14.29	11.54	40.91	50.00	53.85	31.82	28.57	23.08	0.00	7.14	11.54	22	28	26
All Grades	24.15	35.93	26.82	37.56	40.68	37.67	28.05	16.61	21.10	10.24	6.78	14.40	410	295	507

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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		5.88	13.33		23.53	56.67		60.29	26.67		10.29	30		68
1	3.28		0.00	26.23		27.85	24.59		39.24	45.90		32.91	61		79
2	9.38	25.00	5.33	28.13	56.25	33.33	32.81	18.75	37.33	29.69	0.00	24.00	64	16	75
3	1.47	4.23	8.33	16.18	23.94	35.00	52.94	46.48	40.00	29.41	25.35	16.67	68	71	60
4	7.02	6.35	3.08	10.53	30.16	29.23	36.84	38.10	36.92	45.61	25.40	30.77	57	63	65
5	4.55	3.92	5.45	9.09	15.69	20.00	56.82	52.94	47.27	29.55	27.45	27.27	44	51	55
6	0.00	7.69	8.51	6.67	28.21	10.64	40.00	51.28	51.06	53.33	12.82	29.79	30	39	47
7	2.94	7.41	9.38	26.47	29.63	31.25	41.18	48.15	40.63	29.41	14.81	18.75	34	27	32
8	9.09	10.71	11.54	31.82	32.14	42.31	31.82	39.29	38.46	27.27	17.86	7.69	22	28	26
All Grades	4.63	7.12	5.52	18.78	27.46	27.61	40.98	44.41	43.59	35.61	21.02	23.27	410	295	507

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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		14.71	70.00		61.76	13.33		23.53	30		68
1	47.54		39.24	45.90		53.16	6.56		7.59	61		79
2	26.98	56.25	18.67	68.25	43.75	72.00	4.76	0.00	9.33	63	16	75
3	17.65	36.62	25.00	61.76	49.30	65.00	20.59	14.08	10.00	68	71	60
4	26.32	50.79	35.38	49.12	36.51	55.38	24.56	12.70	9.23	57	63	65
5	11.36	11.76	25.45	63.64	76.47	56.36	25.00	11.76	18.18	44	51	55
6	13.33	15.38	17.02	53.33	79.49	61.70	33.33	5.13	21.28	30	39	47
7	2.94	11.11	6.25	67.65	62.96	81.25	29.41	25.93	12.50	34	27	32
8	9.09	10.71	7.69	72.73	67.86	88.46	18.18	21.43	3.85	22	28	26
All Grades	22.00	28.81	23.47	59.90	57.97	63.51	18.09	13.22	13.02	409	295	507

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		16.18	53.33		55.88	23.33		27.94	30		68
1	13.11		10.13	62.30		70.89	24.59		18.99	61		79
2	25.00	43.75	26.67	62.50	50.00	53.33	12.50	6.25	20.00	64	16	75
3	41.79	45.59	51.67	47.76	42.65	40.00	10.45	11.76	8.33	67	68	60
4	37.04	58.33	44.62	46.30	35.00	38.46	16.67	6.67	16.92	54	60	65
5	56.10	56.00	56.36	34.15	32.00	21.82	9.76	12.00	21.82	41	50	55
6	56.67	64.10	42.55	40.00	30.77	46.81	3.33	5.13	10.64	30	39	47
7	50.00	66.67	59.38	46.88	29.63	37.50	3.13	3.70	3.13	32	27	32
8	63.64	38.46	44.00	36.36	57.69	52.00	0.00	3.85	4.00	22	26	25
All Grades	37.16	53.85	35.57	49.88	38.11	47.83	12.97	8.04	16.60	401	286	506

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		8.82	66.67		77.94	30.00		13.24	30		68
1	16.39		12.66	42.62		51.90	40.98		35.44	61		79
2	14.29	18.75	12.00	61.90	81.25	61.33	23.81	0.00	26.67	63	16	75
3	2.94	2.82	8.33	57.35	46.48	55.00	39.71	50.70	36.67	68	71	60
4	5.26	6.35	3.08	40.35	66.67	55.38	54.39	26.98	41.54	57	63	65
5	9.09	7.84	12.73	54.55	54.90	60.00	36.36	37.25	27.27	44	51	55
6	0.00	10.26	12.77	26.67	46.15	29.79	73.33	43.59	57.45	30	39	47
7	17.65	7.41	12.50	32.35	62.96	59.38	50.00	29.63	28.13	34	27	32
8	18.18	21.43	34.62	27.27	32.14	46.15	54.55	46.43	19.23	22	28	26
All Grades	9.54	8.47	11.44	47.92	54.24	56.61	42.54	37.29	31.95	409	295	507

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		39.71	63.33		47.06	26.67		13.24	30		68
1	3.28		1.27	52.46		74.68	44.26		24.05	61		79
2	9.52	37.50	6.76	52.38	62.50	70.27	38.10	0.00	22.97	63	16	74
3	10.29	14.08	26.67	58.82	73.24	61.67	30.88	12.68	11.67	68	71	60
4	7.02	15.87	24.62	63.16	68.25	56.92	29.82	15.87	18.46	57	63	65
5	2.27	5.88	9.09	79.55	74.51	63.64	18.18	19.61	27.27	44	51	55
6	10.00	12.82	14.89	76.67	82.05	78.72	13.33	5.13	6.38	30	39	47
7	5.88	14.81	6.25	88.24	85.19	87.50	5.88	0.00	6.25	34	27	32
8	9.09	3.57	3.85	86.36	89.29	92.31	4.55	7.14	3.85	22	28	26
All Grades	7.33	13.22	15.81	65.28	75.59	67.39	27.38	11.19	16.80	409	295	506

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The ELPAC (English Language Proficiency Assessments for California) results for the 2023-2024 academic year indicate a slight 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 more than 60% of our school's demographics. Although reclassification rates have increased in the previous two years with students meeting the ELPAC criteria, further analysis of the 2023-2024 data has identified three areas needing improvement: Written Language, Writing Level, and Reading Level.

In the 2024-2025 school year, the focus will be to explicitly immerse students in key vocabulary instruction, particularly for upper-grade students in grades six through eight 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 indicates that while students can participate in the test, there is a need to offer them multiple opportunities to practice and engage with narrative and expository texts throughout the school year. These text types serve as examples of well-developed language skills essential for interpreting and comprehending information effectively. A focus on writing across the content areas is crucial to positive student outcomes for the 2024-2025 school year.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
921	**92.8**	**60.9**	**0.1**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	561	60.9
Foster Youth	1	0.1
Homeless	88	9.6
Socioeconomically Disadvantaged	855	92.8
Students with Disabilities	134	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2
Asian	1	0.1
Filipino	6	0.7
Hispanic	894	97.1
Two or More Races	3	0.3
White	15	1.6

Conclusions based on this data:

The demographics of our school have remained largely been consistent compared to the previous academic school years. 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 serve to the needs of our diverse student demographics and special population groups, especially as we continue the roll out of our Dual Language Instructional Program into the middle school years this school year. Additionally, we have observed an increase in the 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. The 2023 CA School Dashboard release indicates changes compared to previous administrations of the CAASPP performance level indicators. The analysis of the data remains largely consistent, English Learner progress by far had the largest growth to level four. 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 in Mathematics and Language Arts. Absenteeism rates have improved but not significantly, with a significant portion of students (approximately 9%) missing a substantial amount of instructional days. Chronic absenteeism will be a focus for

growth and improvement in the upcoming 2024-2025 academic year. Suspension rates have notably had a slight decrease from the previous school year, but the need for interventions and supports to address behavioral issues and reduce suspensions must be highlighted. It is worth noting that the data reveals a steady increase in suspensions in the years after to the pandemic, with a more pronounced rise observed in the immediate 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Red	Less than 11 Students
53.7 points below standard	72.3 points below standard	2 Students
Increased +4 points	Maintained -1.5 points	
608 Students	406 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	 Red
70.6 points below standard	59.2 points below standard	121.1 points below standard
Increased Significantly +27.3 points	Maintained +1.5 points	Decreased Significantly -29.4 points
59 Students	571 Students	96 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 54.2 points below standard Increased +5.3 points 591 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 9 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.1 points below standard Decreased -4.7 points 263 Students	21.1 points below standard Increased +4.8 points 143 Students	43.9 points below standard Decreased -5 points 125 Students

Conclusions based on this data:

The academic performance in English Language Arts (ELA) has remained consistent compared to prior years. The analysis presented below is based on the 2022-2023 data results. 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 -21, indicating growth in their performance from the previous year. However, English-only students showed a DFM of -43, while English Learners displayed a DFM of -100 increasing the DFM. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
100.4 points below standard	108.1 points below standard	2 Students
Increased +7.7 points	Increased +5.6 points	
608 Students	406 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Red
109.8 points below standard	105.4 points below standard	160.5 points below standard
Increased +12.4 points	Increased +5.8 points	Decreased Significantly -22.1 points
59 Students	571 Students	96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 100.7 points below standard Increased +9.4 points 591 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 9 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.4 points below standard Maintained +1.1 points 263 Students	76.4 points below standard Increased +14.2 points 143 Students	96.9 points below standard Maintained +1.7 points 125 Students

Conclusions based on this data:

Based on the analysis of 2023 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 the majority of our students are currently performing below grade level, but there has been some improvement observed in their progress towards meeting these standards. When comparing the performance of different student populations, there was some 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 increased, while 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 and grade level/content collaboration. 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 Mathematics.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
48.5% making progress towards English language proficiency
Number of EL Students: 229 Students
Performance Level: 3

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.

2023 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
44	72	1	109

Conclusions based on this data:

The data analysis is based on the most recent recorded data in the school dashboard, which corresponds to the 2022-2023 academic year. There was a substantial increase, 48.5 points above the standard, for proficiency on the ELPAC. There has been an overall increase of 9-10% in the number of English Learners. This data highlights 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 increasing but not as much as expected. These findings, based on previous ELPAC (English Language Proficiency Assessments for California) scores, emphasize the need to ensure that our instructional practices focus on 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
28.9% Chronically Absent	26.1% Chronically Absent	3 Students
Declined Significantly -3.4	Declined Significantly -7.6	
962 Students	591 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
26.9% Chronically Absent	28.5% Chronically Absent	35.6% Chronically Absent
Declined -6.4	Declined Significantly -3.9	Declined Significantly -3.3
119 Students	897 Students	160 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 28.4% Chronically Absent Declined Significantly -3.7 935 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	46.7% Chronically Absent Increased 2.9 15 Students

Conclusions based on this data:

Based on the data from the 2022-2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	2	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Less than 11 Students
3.1% suspended at least one day	3% suspended at least one day	4 Students
Declined -0.6	Declined -0.3	
977 Students	601 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Green
4% suspended at least one day	3.2% suspended at least one day	1.8% suspended at least one day
Declined -6.1	Declined -0.5	Declined Significantly -2.8
124 Students	911 Students	164 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 3.2% suspended at least one day Declined -0.6 950 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 15 Students

Conclusions based on this data:

Suspension rates for the 2022-2023 school year, as indicated in the release of the 2023 CA school dashboard, have shown a small decrease, which can be attributed to the PBIS positive school climate initiatives, SEL lessons and Mindset Academy student workshops. Analyzing the data from the previous year, it is evident that suspension rates have decreased for various special population groups. Specifically, the rates for socioeconomically disadvantaged students, English learners, McKinney-Vento students, and Foster Youth had small decreases. Disproportionality in suspension rates among these student groups is a concern that needs to be addressed. To address 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. Exploring alternatives to suspensions modules and Mindset student workshops. 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, our school 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-24 Percentage of students that Met or Exceeded standards: 3rd grade students - 25% 4th grade students - 15% 5th grade students - 28% 6th grade students - 29% 7th grade students - 30% 8th grade students - 44 %	2024-25 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	2023-24 Percentage of students that Met or Exceeded standards: 3rd grade students - 22% 4th grade students - 28% 5th grade students - 10% 6th grade students - 14% 7th grade students - 12% 8th grade students - 12%	2024-25 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%.

Star Early Literacy and Reading	2023-24 The percentage of students who scored At or Above benchmark: English- Kindergarten -29% 1st grade - 14% 2nd grade - 19% 3rd grade - 23% 4th grade - 36% 5th grade - 21% 6th grade - 36% 7th grade - 29% 8th grade - 48% Spanish- Kindergarten - 67% 1st grade - 43% 2nd grade - 46% 3rd grade - 43% 4th grade - 64% 5th grade - 46% 6th grade - 66% 7th grade - 62% 8th grade - 79%	2024-25 Students will demonstrate growth by moving at least one or two levels across the different bands on end of year tests. The percentage of students who will score At or Above benchmark will increase by: English- Kindergarten - 15% 1st grade - 15% 2nd grade -10% 3rd grade - 10% 4th grade - 10% 5th grade - 10% 6th grade - 10% 7th grade - 10% 8th grade - 10% Spanish- Kindergarten - 15% 1st grade - 15% 2nd grade - 10% 3rd grade - 10% 4th grade - 10% 5th grade - 10% 6th grade - 10% 7th grade - 10% 8th grade - 10%
Star Math	2023-24 The percentage of students who scored At or Above benchmark: 1st grade - 25% 2nd grade - 17% 3rd grade - 23% 4th grade - 25% 5th grade - 18% 6th grade - 18% 7th grade - 16% 8th grade - 18%	2024-25 Students will demonstrate growth by moving at least one or two levels across the different bands. The percentage of students who will score At or Above benchmark will increase by: 1st grade - 10% 2nd grade - 10% 3rd grade - 10% 4th grade - 10% 5th grade - 10% 6th grade - 10% 7th grade - 10% 8th grade - 10%
5th and 8th Grade Pathway to Biliteracy criteria met	2023-24 49 students in 5th and 8th grade met the established criteria demonstrating progress towards biliteracy.	2024-25 The number of students who meet Pathway to Biliteracy criteria in 5th and 8th grade will be increased by 5-10%.
ELPAC/Reclassification	2023-24 90 students met reclassification criteria	2024-25 The reclassification rate will increase by at least 10%.

Kinder-8th grade ELPAC	2023-24 Number of students who scored at Level 3 and 4: Kindergarten-37% 1st grade-31% 2nd grade-58% 3rd grade-40% 4th grade-54% 5th grade-63% 6th grade-51% 7th grade-41% 8th grade-74%	2024-25 Students will show growth by moving one or two levels across the different bands in ELPAC. The number of students meeting and exceeding standards in ELPAC will increase by 5-10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students Students with Disabilities English Learners Foster Youth	District Funded 5000-5999: Services And Other Operating Expenditures Curriculum, Star , CAASPP Interim Assessments
1.2	AVID electives will be available for grades 7-8 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) to local colleges and universities will support college readiness and promote a college atmosphere on campus. An after school AVID Club will be offered for students in grades 6-8.	All Students	2000 LCFF 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

1.3	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: Art Trek, Hip Hop, Mindset Academy, dance and focus on supporting the Strand Focus).	All Students	17000 LCFF 5000-5999: Services And Other Operating Expenditures Service and Materials 45,000 Title I 5000-5999: Services And Other Operating Expenditures Contracts
1.5	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.	All Students English Learners	2000 LCFF 1000-1999: Certificated Personnel Salaries Onsite Teacher professional development by site teacher mentor leads-Extra Hours for Teacher Preparation
1.6	Hire one Intervention Support Provider to provide Tier 2 interventions to K-5th Grade ELs/DLI students in small groups in a push in model support/tutoring in ELA, Math, and ELD.	All Students English Learners	26663 Title III 1000-1999: Certificated Personnel Salaries Instructional Support Provider K-5- Intervention support in classrooms 5987 Title III 3000-3999: Employee Benefits Instructional Support Provider Benefits
1.7	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. Materials and supplies will be used to support and enrich the PBIS action Plan and the Wellness Center(s).	All Students	35000 LCFF 4000-4999: Books And Supplies Materials and Supplies, reclassification materials and material for other student events 38644 LCFF 4000-4999: Books And Supplies Warehouse Charges and Materials and Supplies 3000 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.
1.8	Provide specific training and resource instructional materials to support the BUF Units in our 50/50 DLI program Middle School DLI and ELD Classes. Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum throughout the school year.	All Students English Learners Foster Youth Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Professional development TOSA Support LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies funding
1.11	Provide tutoring and enrichment opportunities based on results from IABs, 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 will provide training for parents on how to support students at home with academics.	All Students English Learners	No addiitonal cost
1.13	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-throughs, schedules and ongoing progress monitoring conferences with admin/teachers.	All Students English Learners	No additional cost
1.16	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LMS-Canvas other Apps District Funded 2000-2999: Classified Personnel Salaries District provided Tech Support 5000 LCFF 4000-4999: Books And Supplies Headphones, charger ports and Keyboards
1.17	Provide DLI Classrooms with class library books to support reading in Spanish to improve oracy and literacy skills,including Intervention	All Students	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
1.18	Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. (i.e. ESGI, IXL, Scholastics News, Newsela, Brain Pop, Read Naturally Live!, iStation).	All Students	22000 Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses
1.19	Professional development opportunities will be offered to teachers, school counselors, and administrators to support site strand focus, DLI, Special Education, content areas, Positive Behavior Intervention Supports (PBIS/CHAMPS), AVID (including Summer Institute), CABE, PLCs, Carnegie Summit, Every Child Counts Symposium, CUE and other conferences, SEL Wellness Summit. Parents will be included in conferences as appropriate.	All Students	6000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference Professional Development. Including SIP Days, contracts District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities - CCSS 6000 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference Professional Development, Contracts 10728 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference (includes additional team members to AVID Summer Institute), Contracts District Funded 1000-1999: Certificated Personnel Salaries AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)
1.20	Professional Learning Communities (PLC) professional development on SMART Goals, interventions with focus on First Instruction and Tier I, Tier 2 Interventions - via Consulting Services (3E Consulting) and school based provided by Admin and District TOSAS.	All Students	8,000 LCFF 5000-5999: Services And Other Operating Expenditures Admin Coaching by 3E Consulting Group
1.21	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.	All Students English Learners	District Funded 2000-2999: Classified Personnel Salaries 2 Instructional Assistants for K-1 classes. 18019 LCFF - Intervention 2000-2999: Classified Personnel Salaries

			Instructional Assistant in Grades 6-8 6731 LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8 Benefits
1.22	Teachers in Biliteracy program in grades Kinder-6th will receive DLI implementation first instruction supported through Admin via DLI Walkthroughs feedback.	All Students English Learners Foster Youth Students with Disabilities Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
1.24	Provide ongoing incentives for academics to recognize student achievement and engagement through the PBIS Cougar Store, AR rewards. The PBIS Team, Library/Media Tech and ORC will support the incentive program.	All Students	5000 LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives District Funded 2000-2999: Classified Personnel Salaries ORC, Librarian
1.26	Students in SST, IEP and 504 Plans meetings will be monitored via meetings with teachers, Support Team and administrators.	All Students Students with Disabilities Foster Youth	20000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floaters 5838 LCFF 3000-3999: Employee Benefits Teacher substitute/Floaters-For IEP Meetings
1.29	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).	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia, AR, Star, LLI, ST Math, myON
1.34	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.	All Students	LCFF 5000-5999: Services And Other Operating Expenditures Materials and Supplies - Recognition Night for Reclassification See Strategy 1.7
1.35	Provide field trips, assemblies and enrichment opportunities to support DLI, language arts, science, social studies, music, arts, math and Strand Focus (Environmental Studies).	All Students	6000 Title I 5000-5999: Services And Other Operating Expenditures Field trip-Transportation

			8690 Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips 5000 LCFF 5000-5999: Services And Other Operating Expenditures Entrance fees and transportation
1.36	Literacy Intervention Teacher to provide Tier 2 reading intervention using the LLI program - (K-5 Grades)	All Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher
1.39	Hire a fulltime Arts teacher to teach K-5 students using a rotating schedule and a year long Arts elective class offered to students in 6th-8th Grade.	All Students	134,366 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salaries 31,930 Prop 28 4000-4999: Books And Supplies Arts Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

More focus and dedication is needed on the CCSS curriculum and best first instruction. The 2023–2024 school year presented a unique set of opportunities and challenges due to social-emotional trauma experienced from post pandemic times. The data from Distance Learning showed that about a third to a fourth of our students had a reading range on grade level, which was an indication that we needed to reassess how we are instructing our students back for in-person instruction and what they are being asked to do. The data from this school year showed a steady increase in student performance on the district benchmarks. A strong focus and emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. Rich, engaging instruction at grade level is critical to student mastery and engagement. Most critically, differentiation and Tier I and Tier II Instruction is essential in all grades. The importance of vertical planning and grade level collaboration in both Language Arts and Math would create consistency and build on concepts as students move through in each grade level. Teachers will need to focus on Priority Standards in ELA and Math to ensure equitable instruction which supports all students. Social- Emotional Learning needs to be a priority in ensuring students can continue to focus on the learning. Based on prior CAASPP and Star data results, reading (specifically, reading comprehension), needs to be an emphasis. Real-life application and open-ended questions and problems and DOK levels will allow for deeper understanding and connections to the standards.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year, the greatest difference in the intent of the goal and the actual implementation was the high social-emotional needs of students. Many of the actions that would have been actualized were to occur in the Spring and therefore some data and actions were not fully completed before the end of school year. Although attendance increased; many students continued to have difficulties with adjusting and challenges with building connections and relationships. Many of the

intended implementations budgeted this current school year continued to be affected by the availability of personnel aligned to some outline actions.

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 strategies for this goal relate to academic and social emotional needs of the students. Changes to the outcomes were made in accordance to specific data analysis of each of the metric indicators. student proficiency levels in Star for both ELA and Math will be reivewed during the fall, spring, winter and the end of the school year. This will allow for constant analysis of growth and track academic progress in the given school year. The overall metric of English Learners had a slight increase, but the outcome may be influenced by the lack of data from previous years. 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. Only one intervention provider was available to be hired due to lack of candidates to help with reading and work with long term English learners. Paraeducators will be hired to help with primary grades and allow for more differentiation and small groups or on a one to one basis. An additional paraprofessional will be hired to support LTELs and ELs in grades 6-8 with language in the content areas. Mindset Academy will provide social emotional and mindset workshops for the students to support with self-esteem, goal setting and building positive mindset.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2023-24 End of school year suspension rate is 3%	2024-25 Suspension rates will decrease to 1% or lower.
Chronic Absenteeism Data	2023-24 The CA Dashboard Chronic Absenteeism considered very high at 28.9% for the 2022-2023 school year.	2024-25 The number of students with chronic absenteeism will decrease by 7% to 10%.
Panorama SEL Survey	2023-24 The percentage of students feeling a sense of belonging: 65% of students in the 3rd-5th grade 44% of students in the 6th-8th grade	2024-25 The percentage of students feeling a sense of belonging will increase by: 3rd-5th grade - 5 to10% 6th-8th grade - 5 to 10%
School Attendance Rate	2023-24 93% for the school year. This is within the state's school attendance average percentage rate.	2024-25 Regular school attendance will be increased by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries
2.2	Wellness Center to provide a safe space for students during school time, lunch and recess to be supported by school counselors and provide alternative activities for social and emotional support.	All Students	District Funded 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.3	The PBIS Committee will meet monthly to provide recommendations, strategies, and support to teachers regarding student behavior. Survey feedback will be used to guide the committee 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 and will share during staff/grade level meetings to plan and provide student intervention and supports. 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 2024-2025 PBIS implementation.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies District Funded 1000-1999: Certificated Personnel Salaries PBIS - Professional Development Workshops Extra Hours Title I 1000-1999: Certificated Personnel Salaries See Goal 1.26 subs for PBIS Conferences
2.4	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	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.5	A mental health clinician will provide counseling support to regular education students at least twice a week based on Tier III referral needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Provided by District Grant
2.6	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	All Students	1000 LCFF 5000-5999: Services And Other Operating Expenditures See Goal 1.24 Materials and Supplies - Incentives

	regularly with students and families to reduce absenteeism. The ORC, Attendance Tech and Admin will meet regularly to review chronic absenteeism and make SARB referrals as needed.		
2.7	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries 6 Campus Supervisors 3000 LCFF 2000-2999: Classified Personnel Salaries Playground aides-Contract Positions and Extra Hours for meetings to provide Childcare supervision. 3176 LCFF 2000-2999: Classified Personnel Salaries Classified Benefits
2.9	SST Team will meet regularly to discuss student needs/progress based on teacher SST referrals. Teachers will be trained to use SMART goals and data collection for targeted intervention.	All Students	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 1.26
2.11	Outside counseling agencies will provide on-site counseling for students in need or identified through IEPs.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Counselor salaries LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.12	Support transition meetings between Pre-K to Kindergarten, 5th grade to Middle School, and 8th to High School.	All Students	LCFF 1000-1999: Certificated Personnel Salaries See Goal 1.9 Teacher Substitute/Floater for IEP Transition Meetings LCFF

			4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.13	Hold end of trimester awards assemblies to recognize students' progress in academics, behavior, and for displaying school core values in the classroom.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.14	Staff will receive training on seizures, EpiPen use, health needs, mandated reporter guidelines, disaster preparedness and practice of healthy guidelines.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost-District nurse provides the training
2.15	AVID elective class will be offered for 7th-8th Grade students to participate in developing leadership skills. AVID activities can include awareness of tobacco usage, drugs use, and alcohol use. AVID students will promote school spirit, plan Red Ribbon Week, Kindness Week and other schoolwide activities.)	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.16	Big Brother, Big Sister clinician will support with chronic absenteeism students who need mentoring support. Student will be referred by the school counselors and/or ORC.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District Special Grant Funded
2.17	SPED team will meet to plan student supports, IEP accommodations and to review IABs and CAASPP practice questions to ensure student have practice and familiarity with test format and use of accommodations.	Students with Disabilities	LCFF 1000-1999: Certificated Personnel Salaries See Goal 1.9 Teacher Substitute/Floater
2.18	Students in grades 3-8 will complete the Panorama Survey. Curren will provide opportunities for students to participate in enrichment activities during lunch, organized by the ORC and School Counselors.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
2.19	Teachers and School Counselors will provide SEL lessons 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.	All Students	LCFF 5000-5999: Services And Other Operating Expenditures See Goal 1.3 Services, Entrance Fees, Operations
2.20	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.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures Coach "Al" Mindset Academy by Sweat III
2.21	All special education, support staff and administrators working with students with special needs will receive NCPI training.	Students with Disabilities	District Funded

			2000-2999: Classified Personnel Salaries Extra Hours

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of this goal was measured based on the specific metrics available from last school year. The California Dashboard data on suspension rates was used, in addition to school behavior school data from the school year 2022-2023 and 2023-2024. We were able to administer the Panorama Survey with all students for the 2023-2024 school year. The strategies continue to emphasize and support the need to improve school attendance and decrease chronic absenteeism by placing strong adherence on the guidelines with emphasis on positive intrinsic incentives to increase attendance. The school will adjust and modify the implementation of PBIS/CHAMPS and student Mindset Workshop initiatives in the classroom to meet the social-emotional needs of students, while focusing on learning. Suspension rates and school safety all tie into a need to improve on a positive school culture, student connectedness and providing social emotional supports to students having post pandemic trauma. Also, there is a need to offer students multiple opportunities to engage socially with other students, enrichment opportunities during the school day and at other times and strategies to improve school connectedness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the ability to hire an additional campus supervisor to help monitor the campus and the girl's locker room throughout the day and improve school safety and culture, as well as manage the ongoing traffic concerns at arrival and dismissal times. Some of the planned in-person assemblies for the spring and end of year promotion were modified in accordance with the ongoing process for vendors and service providers prerequisites.

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 this past year, we were able to measure improvements and needs for this upcoming year. Many of the strategies and activities will be in place this current school year and will include providing supports for the social emotional needs of students through Mindset Academy, Restoratives Practice, and enrichment initiatives. We will modify our instructional and intentional approach to instruction and adjust to meet the needs of all students. The school will continue to explore intentional ways to increase school connectivity for all students. Enrichment opportunities will be offered during the school day and after school to provide opportunities for all students to participate.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 will be increased by 15%.
Attendance at ELAC Meetings	An average of 15 to 20 parents attended in- person and through simultaneous virtual Zoom meetings.	Attendance will increase by 15%.
Attendance at Coffee Chats with the Principal	An average of 20 to 30 people attended.	Attendance will increase by 15%.
Attendance at Back to School Night	300 parents attended, in person.	Attendance will increase by 5-10%.
Attendance at Open House	325 parents attended.	Attendance will increase by 5-10%.
Panorama Family Engagement and LCAP Annual Survey	47 parents responded	Parent responses will be increased by 15%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	The school site will provide parent informational meetings/trainings including: Logrando Bienestar, Technology/Internet Safety, LMS Canvas, ST Math, Lexia, MyOn, Parent Square, 8th grade to High School Transition, incoming Kindergarten and DLI informational meetings and Mindset Academy Workshops.	All Students	1500 LCFF 2000-2999: Classified Personnel Salaries ORC Extra hours LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.2	Host parents for culturally relevant events, Reading and Math nights, AVID Parent Night, Talent Show, Winter Program, Día de Los Muertos, family movie nights, parent workshops.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies LCFF 2000-2999: Classified Personnel Salaries See Goal 2.7 Campus Assistant Extra Help
3.3	Back to School Informational meeting will be held at the start of the school year to inform parents about the instructional program, classroom expectations, grading policies, etc.	All Students	LCFF 2000-2999: Classified Personnel Salaries See Goal 2.7 Campus Assistant Extra Help
3.4	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.	All Students	LCFF 1000-1999: Certificated Personnel Salaries See Goal 1.26 Teacher Extra Help
3.5	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost
3.6	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.	All Students	500 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.
3.7	ORC will coordinate community resources to distribute to families in need during the school year.	All Students	District Funded 2000-2999: Classified Personnel Salaries No additional cost
3.8	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.	All Students	LCFF 4000-4999: Books And Supplies

			See Goal 1.7 Materials and Supplies
3.9	Provide parent involvement opportunities via school committees: School Site Council, Parent Teacher Association, English Learners Advisory Committee, Coffee with Principal, Family Nights, attendance at the CABE local and state conferences.	All Students	1000 LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies - Refreshments for ELAC Title III 5000-5999: Services And Other Operating Expenditures See Goal 1.19 Fund at least two parents to attend CABE State Conference. LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.10	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.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.11	School counselor will provide parent workshops for high school transition supporting A-G Requirements. (including 5th Grade students transitioning to middle school.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Counselor - Provide Parent Workshops LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.12	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, by providing in-person or virtual meetings.	Students with Disabilities	LCFF 1000-1999: Certificated Personnel Salaries See Goal 1.26 Teacher Substitutes/Floaters
3.13	Parents will provide feedback on school climate and academic programs through the "Panorama School Survey" and the "EL Parent Needs Assessment."	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Platform
3.14	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, by providing in-person and virtual meetings.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC-schedule meetings

3.15	School communication will be provided both in written and oral forms via Parent Square, Social Media, and the School Website.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract
3.16	Invite and encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student reclassification success.	All Students	LCFF 4000-4999: Books And Supplies See Goal 1.7 Materials and Supplies
3.18	Inform parents 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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No additional cost-School Counselor

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their students' education and social emotional growth. Parents attended various school events such as Parent/Teacher conferences, Back to School Night, Open House, talent show, cultural events, and the Spring Carnival, in addition to teacher led parent workshops offered by some of the grade levels. Meeting times were adjusted and offered in person and via Zoom to meet the needs of families. The numbers for parent participation increased from previous years (Coffee Chats with the Principal and ELAC). ELAC numbers from 2022-2023 averaged 15 parents. In 2023-2024 it was 22 to 28. Though the numbers increased slightly, the meetings typically consist of some of the same participants so more outreach is needed to increase a more diverse group of parents at the various meetings. There is a need to explore more volunteer opportunities on campus to have parents participate in the academic portion of their child's growth and create a community feeling around campus. Parent participation tends to increase for in-person meetings, while we provided some meetings opportunities virtually as this facilitated attendance for some of our parents.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More expenditures need to be budgeted for parents to participate in the IEP process for students with special needs and SST process for students who are being monitored to see academic growth. Due to the majority of the meetings now taking place in-person versus virtually, the budget expenditures for this year may not actually equal the amounts of last year. Nevertheless, parents continued to be offered the choice of attending in person or virtually for IEP and SST meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are changes to the goal this year. We will offer more opportunities for parents to be involved through the school year. There will be two welcome to Kinder parent orientation meetings, a Back To School Night, a Spring Open House and Parent conferences. Culturally relevant eventsa nd Dual Language Instruction parent workshops (with a choice of in-person or virtual setting) will be held, as requested, by parent or staff members. Coffee Chats with the Principal and ELAC meetings are will be both in person and virtual. Times will be adjusted to meet the needs of families to participate.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$131,068.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$489,772.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$87,690.00
Title III	$43,378.00

Subtotal of additional federal funds included for this school: $131,068.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$167,658.00
LCFF - Intervention	$24,750.00
Prop 28	$166,296.00

Subtotal of state or local funds included for this school: $358,704.00

Total of federal, state, and/or local funds for this school: $489,772.00

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	87,690.00	0.00
Title III	43,378.00	0.00
LCFF - Intervention	24,750.00	0.00
LCFF	167,658.00	0.00
Prop 28	166,296.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	167,658.00
LCFF - Intervention	24,750.00
Prop 28	166,296.00
Title I	87,690.00
Title III	43,378.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,029.00
2000-2999: Classified Personnel Salaries	32,926.00
3000-3999: Employee Benefits	11,825.00
4000-4999: Books And Supplies	122,574.00
5000-5999: Services And Other Operating Expenditures	138,418.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	23,000.00
2000-2999: Classified Personnel Salaries	LCFF	8,176.00
3000-3999: Employee Benefits	LCFF	5,838.00
4000-4999: Books And Supplies	LCFF	90,644.00
5000-5999: Services And Other Operating Expenditures	LCFF	40,000.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	24,750.00
1000-1999: Certificated Personnel Salaries	Prop 28	134,366.00
4000-4999: Books And Supplies	Prop 28	31,930.00
5000-5999: Services And Other Operating Expenditures	Title I	87,690.00
1000-1999: Certificated Personnel Salaries	Title III	26,663.00
3000-3999: Employee Benefits	Title III	5,987.00
5000-5999: Services And Other Operating Expenditures	Title III	10,728.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	478,596.00
Goal 2	7,176.00
Goal 3	4,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Maribel White	Classroom Teacher
Ann Marie Newman	Classroom Teacher
Rochalle Ford	Classroom Teacher
Tony Naranjo	Other School Staff
Antonio Alatorre	Parent or Community Member
Jacqueline Carmona	Parent or Community Member
Perlita Gomez	Parent or Community Member
Silvia Aguayo	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
	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 05/29/2024.

Attested:

	Principal, Pablo Ordaz on 05/29/24
	SSC Chairperson, Anne Marie Newman on 05/29/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Driffill Elementary School	56725386055271	5.30.24	6.21.24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by James Driffill Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by James Driffill Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide 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 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 2024-2025 school year. Additionally, our biliteracy, and our Autism Program support our students to become compassionate, multilingual, multicultural, and global thinkers. Working together our OSD profile and our Oxnard Strategic Plan Oxnard Empowers we will ensure that all students reach their full potential.

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 45 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 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 Emergent Multilingual Learners (EMLL's). 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 Emergent Multilingual 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 Emergent Multilingual Learner students receive one period of designated ELD.

Our after-school enrichment activities will include: 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.

Educational Partner Involvement

How, when, and with whom did James Driffill Elementary 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 our school leadership, staff, and ELAC review and provide input on the SPSA to the School Site Council, which approves the SPSA 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. Together with all educational partners we work on the goals of our strategic plan, Oxnard Empowers.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Driffill recognizes that we have challenges that require the continued support for our students with social emotional needs, supervision of students to ensure safety, and parent workshops that support literacy through the use of technology. At Driffill we have identified these needs via a needs assessment that was collected from various stakeholder groups including our leadership team, parents and community, and our staff. Next year we will continue to operate and expand our wellness room (The Mountain Peak) to support student social emotional growth and development. We will teach Second step lessons to strengthen peer to peer relationships as well. Next year we will continue to ensure that we have adequate supervision to ensure the safety of out students. Finally we will continue to provide parents with literacy nights to build a stronger partnership between the home and school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Driffill is orange only in conditions and climate for overall performance due to its high suspension rate of 4.5% for overall performance. We have taken steps in addressing this area by developing a strong PBIS/Social Emotional action plan that we have been implementing this academic year and will continue growing in the upcoming school year. Driffill's PBIS team is comprised of teachers, administrators, and classified staff. Our PBIS team meets monthly to discuss ways to promote positive behavior interventions that will reduce student referrals.

Driffill has also opened and supported a Wellness Center we aptly call the Mountain Peak where our two counselors provide our students with SEL lessons using Second Step curriculum. We also operate a lunch time activities monthly calendar that promotes student positive engagement in our Wellness Center. Our two counselors also visit classrooms and teach PBIS strategies to support positive interactions and school climate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with disabilities (99 students) , homeless population (83 students), and English Learners (444 students) are in the orange or red category for 1 or more areas of the Dashboard. Although our English learners and homeless population made some gains in 2023, the gains were not substantial enough to move them to the next performance band. Our Driffill students in these student groups continue to need more support to ensure that they improve.

In particular, our students with disabilities need support in the areas of language arts and mathematics. At Driffill we continue to use PLC's to give teachers an opportunity to analyze student data from Star/Renaissance assessments to plan and implement new strategies to target all of our student populations. Our students with disabilities are provided with interventions beyond the services they receive via their IEP goals. Our teachers offer Tier 2 intervention before and after school to our students with disabilities in the area of mathematics and language arts to support their growth in these to subject areas.

Our other student group that performed 2 levels below all other students is our homeless population in the areas of language arts, mathematics, and chronic absenteeism. At Driffill we have over 10% of our student population living in homelessness as defined by California. Driffill recognizes the challenges and vulnerabilities of our homeless population. We have taken steps to support our homeless population by working closely with our ORC. She monitors our student's attendance and conducts home visits with our counselors and sometimes teachers. During the home visits we offer our parents resources to support them such as help with finding community based organizations that support our homeless families. We provide monthly/weekly food supplies donated by our community to our families. We offer students an opportunity to stay in our extended after school program so that our students continue to learn after hours.

Lastly our English learners were identified in the dashboard as being two performance levels below the " all student" performance group in language arts. At Driffill we continue to support the growth of our DLI program. Our students are learning two languages concurrently and are becoming bilingual and biliterate. Our Emergent Multilingual Leaners are being supported with visual supports, scaffolds, and other effective strategies through our rigorous curriculum written with support and collaboration of the Teaching for Biliteracy consultant group. As our teachers receive more professional development and more time to effectively plan and implement the DLI units of study our Emergent Multilingual Learners will continue to improve.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Driffill we also use Panorama Data to plan and develop SEL lessons to teach in the Wellness Center and in the classrooms. One of our strategies that we found very successful this year and will continue to use next year is our Restorative Justice circles in every classroom. Our Panorama data also serves as one of the metrics for planning and creating an action plan for our PBIS team. This year our PBIS team will be attending the PBIS conference in Sacramento to receive training in best practices for Positive Behavior Intervention.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for James Driffill Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.19%	0.3%	0.22%	2	3	2
Asian	%	0%	%		0	
Filipino	0.38%	0.3%	0.33%	4	3	3
Hispanic/Latino	97.69%	97.61%	97.60%	1015	979	894
Pacific Islander	0.10%	0.2%	0.22%	1	2	2
White	1.35%	1.4%	1.31%	14	14	12
Multiple/No Response	0.29%	0.2%	0.33%	3	2	3
			Total Enrollment	1039	1003	916

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	144	143	75
Grade 1	95	90	95
Grade 2	96	94	91
Grade3	107	96	90
Grade 4	114	107	99
Grade 5	113	108	101
Grade 6	124	116	109
Grade 7	125	121	110
Grade 8	121	128	123
Total Enrollment	1,039	1,003	916

Conclusions based on this data:

After examining student enrollment data spanning from 2020 to 2023, it's evident that our total enrollment has experienced a decline. This downward trend aligns with the long-standing projections of declining enrollment by the state of California. One significant contributing factor to this decline has been families relocating, prompted by factors such as the ongoing pandemic or other personal reasons.

Nevertheless, it's important to highlight that our school maintains its commitment to serving students from Transitional Kindergarten (TK) through 8th grade, with a notable Hispanic/Latino demographic. We diligently allocate resources to each grade level, ensuring that every student has access to the necessary opportunities and support services vital for their academic success.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	617	610	572	56.10%	59.4%	62.4%
Fluent English Proficient (FEP)	208	185	166	24.20%	20.0%	18.1%
Reclassified Fluent English Proficient (RFEP)		59		6.8%		

Conclusions based on this data:

Our data analysis from CAASPP, Star, StMath, and Lexia, as well as formative assessments in ELA and Math, indicates that Driffill students need targeted, Integrated and Designated English Language Development (ELD) that is connected across content areas. In alignment with the "Oxnard Empowers" strategic plan, which emphasizes accelerating student academic engagement and achievement through coherent, additive approaches and essential pedagogical principles, we recognize the need for sophisticated and complex language structures to be explicitly taught across all content areas and grade levels.

Additionally, our Reclassified Fluent English Proficient (RFEP) students require continued monitoring and support to successfully meet grade-level standards. This need is in line with the plan's objective to provide safe, affirming, and equitable multilingual learning environments that promote high intellectual performance and multilingual achievement. Driffill acknowledges the urgency to increase English language acquisition at every grade level to ensure our students develop the necessary grammatical and vocabulary skills, fostering their potential as multilingual global citizens.

By incorporating these targeted ELD strategies, we aim to create a more inclusive and effective educational environment, consistent with the "Oxnard Empowers" initiative's goal to nurture self-confident and empowered multilingual students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

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	73	7	10%	2	3%	12	16%	52	71%	Level 4	870
Grade 1	95	46	48%	14	15%	30	32%	5	5%	Level 1	794
Grade 2	96	50	52%	20	21%	26	27%	0	0%	Level 1	864

Conclusions based on this data:

Drawing from the latest Star Early Literacy data, it's evident that a significant proportion of Driffill's Kindergarten students have demonstrated proficiency in literacy skills. Driffill remains steadfast in its commitment to prioritizing the teaching of biliteracy units, while concurrently reinforcing foundational skills. This approach is integral to nurturing well-rounded students who possess the ability to read proficiently.

Moreover, our Transitional Kindergarten (TK) program is dedicated to fostering early literacy skills, ensuring that students commence Kindergarten equipped with a robust foundation in literacy.

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	95	43	45%	28	29%	15	16%	9	9%	Level 1	884
Grade 3	88	39	44%	25	28%	13	15%	11	13%	Level 2	944
Grade 4	94	52	55%	15	16%	22	23%	5	5%	Level 1	962
Grade 5	94	41	44%	19	20%	28	30%	6	6%	Level 2	1009
Grade 6	101	32	32%	43	43%	18	18%	8	8%	Level 2	1029
Grade 7	68	43	63%	9	13%	13	19%	3	4%	Level 1	979
Grade 8	2	1	50%	0	0%	0	0%	1	50%	Level 2	1082

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. In alignment with the "Oxnard Empowers" strategic plan, which emphasizes creating and maintaining safe, affirming, and equitable learning environments, intentional scaffolding, differentiated instruction, a variety of instructional strategies, and ongoing teacher professional development to support student literacy gains. Driffill recognizes the need to have shared accountability across grade levels and all content areas.

Furthermore, Driffill will continue to need a strong progress monitoring system that aligns with the "Oxnard Empowers" goal of improving instructional quality and student engagement. This system will analyze student progress at least every six weeks to identify student needs and plan instruction and differentiated target goals for individualized small groups of students. By integrating these strategies, we are committed to fostering an environment where all students can thrive academically, consistent with the "Oxnard Empowers" initiative's objectives of nurturing self-confident and empowered multilingual students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

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	36	38%	36	38%	18	19%	5	5%	Level 2	828
Grade 2	95	36	38%	34	36%	18	19%	7	7%	Level 2	901
Grade 3	92	25	27%	26	28%	31	34%	10	11%	Level 2	965
Grade 4	91	36	40%	30	33%	14	15%	11	12%	Level 2	995
Grade 5	94	46	49%	29	31%	7	7%	12	13%	Level 2	1033
Grade 6	104	54	52%	34	33%	12	12%	4	4%	Level 1	1033
Grade 7	88	55	63%	19	22%	9	10%	5	6%	Level 1	1045
Grade 8	111	67	60%	32	29%	6	5%	6	5%	Level 1	1068

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. In alignment with the "Oxnard Empowers" strategic plan, which emphasizes accelerating student academic engagement and achievement, intentional scaffolding, differentiated instruction, a variety of instructional strategies, as well as ongoing teacher professional development and support from the Math Manager to support student gains. Driffill recognizes the need to have shared accountability across all grade levels, particularly in our middle school.

To enhance our students' mathematical skills, our middle school students will continue using ST Math and will also incorporate DreamBox, ensuring a comprehensive approach to mathematics instruction. By integrating these strategies, we are committed to fostering an environment where all students can thrive academically, consistent with the "Oxnard Empowers" initiative's objectives of nurturing self-confident and empowered students who achieve inspired levels of individual, community, and social accomplishment in school and beyond.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		106	94		103	93		103	93		97.2	98.9
Grade 4		110	99		106	99		106	99		96.4	100.0
Grade 5		106	103		104	103		104	103		98.1	100.0
Grade 6		121	107		120	104		119	103		99.2	97.2
Grade 7		122	118		119	115		118	115		97.5	97.5
Grade 8		116	123		115	123		114	123		99.1	100.0
All Grades		681	644		667	637		664	636		97.9	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2394.		5.83	17.20		18.45	23.66		24.27	22.58		51.46	36.56
Grade 4		2405.	2392.		4.72	6.06		16.98	16.16		25.47	21.21		52.83	56.57
Grade 5		2435.	2462.		7.69	10.68		16.35	24.27		25.96	20.39		50.00	44.66
Grade 6		2458.	2449.		6.72	5.83		12.61	14.56		26.05	24.27		54.62	55.34
Grade 7		2486.	2475.		3.39	2.61		22.88	20.00		29.66	31.30		44.07	46.09
Grade 8		2485.	2503.		3.51	4.88		17.54	20.33		29.82	36.59		49.12	38.21
All Grades	N/A	N/A	N/A		5.27	7.55		17.47	19.81		26.96	26.57		50.30	46.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.83		59.22	64.52		32.04	23.66
Grade 4		8.49	4.04		62.26	60.61		29.25	35.35
Grade 5		5.77	8.74		65.38	55.34		28.85	35.92
Grade 6		6.78	3.88		44.07	33.98		49.15	62.14
Grade 7		2.54	2.61		61.02	53.91		36.44	43.48
Grade 8		7.02	5.69		48.25	45.53		44.74	48.78
All Grades		6.49	5.97		56.41	51.89		37.10	42.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	13.98		43.69	46.24		52.43	39.78
Grade 4		1.89	3.03		49.06	46.46		49.06	50.51
Grade 5		6.86	8.74		50.98	65.05		42.16	26.21
Grade 6		5.04	9.71		42.02	45.63		52.94	44.66
Grade 7		10.17	6.09		50.85	49.57		38.98	44.35
Grade 8		4.46	7.32		50.89	58.54		44.64	34.15
All Grades		5.45	8.02		47.88	52.20		46.67	39.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.38		66.99	79.57		27.18	15.05
Grade 4		5.66	8.08		65.09	69.70		29.25	22.22
Grade 5		4.90	9.71		69.61	71.84		25.49	18.45
Grade 6		5.08	4.85		70.34	69.90		24.58	25.24
Grade 7		10.17	7.83		61.86	70.43		27.97	21.74
Grade 8		8.77	8.13		67.54	65.04		23.68	26.83
All Grades		6.81	7.39		66.87	70.75		26.32	21.86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	16.13		60.19	52.69		34.95	31.18
Grade 4		7.55	3.03		68.87	63.64		23.58	33.33
Grade 5		8.65	10.68		49.04	60.19		42.31	29.13
Grade 6		8.40	3.88		59.66	52.43		31.93	43.69
Grade 7		6.78	6.96		58.47	56.52		34.75	36.52
Grade 8		7.02	8.94		60.53	63.41		32.46	27.64
All Grades		7.23	8.18		59.49	58.33		33.28	33.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

In language arts performance, there's a mixed pattern across grade levels. In 3rd grade, there was a slight decrease from 40% to 37%. Similarly, 4th grade experienced a marginal decline from 22% to 20%. In 5th grade, there was a decline from 34% to 39%, but notable gains in 6th grade, increasing from 19% to 27%. Additionally, 7th grade saw a modest uptick from 22% to 24%, while 8th grade demonstrated notable progress, climbing from 24% to 27%.

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		106	94		105	93		105	93		99.1	98.9
Grade 4		110	99		107	99		107	99		97.3	100.0
Grade 5		106	103		103	103		102	103		97.2	100.0
Grade 6		121	107		120	106		120	106		99.2	99.1
Grade 7		122	118		117	116		117	116		95.9	98.3
Grade 8		116	123		115	122		115	122		99.1	99.2
All Grades		681	644		667	639		666	639		97.9	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2428.		4.76	19.35		31.43	33.33		26.67	18.28		37.14	29.03
Grade 4		2418.	2413.		3.74	1.01		14.95	18.18		36.45	34.34		44.86	46.46
Grade 5		2435.	2454.		3.92	6.80		8.82	14.56		27.45	26.21		59.80	52.43
Grade 6		2424.	2439.		0.83	6.60		5.83	3.77		25.83	27.36		67.50	62.26
Grade 7		2452.	2446.		2.56	2.59		5.98	9.48		32.48	18.97		58.97	68.97
Grade 8		2446.	2471.		5.22	4.10		6.96	10.66		20.87	22.95		66.96	62.30
All Grades	N/A	N/A	N/A		3.45	6.42		12.01	14.40		28.23	24.57		56.31	54.62

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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	37.63		52.38	40.86		34.29	21.51
Grade 4		8.41	5.05		43.93	43.43		47.66	51.52
Grade 5		7.84	8.74		35.29	38.83		56.86	52.43
Grade 6		2.50	5.66		20.83	30.19		76.67	64.15
Grade 7		1.71	0.86		40.17	34.48		58.12	64.66
Grade 8		2.61	4.92		40.87	44.26		56.52	50.82
All Grades		5.86	9.70		38.59	38.65		55.56	51.64

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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	21.51		56.19	47.31		37.14	31.18
Grade 4		4.67	3.03		47.66	47.47		47.66	49.49
Grade 5		1.96	4.85		44.12	53.40		53.92	41.75
Grade 6		1.67	5.66		37.50	35.85		60.83	58.49
Grade 7		3.42	2.59		53.85	49.14		42.74	48.28
Grade 8		4.35	4.10		42.61	40.16		53.04	55.74
All Grades		3.75	6.57		46.85	45.38		49.40	48.04

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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	22.58		63.81	59.14		24.76	18.28
Grade 4		5.61	3.03		58.88	55.56		35.51	41.41
Grade 5		2.94	7.77		60.78	53.40		36.27	38.83
Grade 6		0.83	5.66		55.83	41.51		43.33	52.83
Grade 7		3.42	2.59		59.83	60.34		36.75	37.07
Grade 8		3.48	4.92		48.70	57.38		47.83	37.70
All Grades		4.50	7.36		57.81	54.62		37.69	38.03

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Conclusions based on this data:

The math performance data for Driffill students presents a varied picture across grade levels. In 3rd grade, there was a notable decrease from 52% to 38%. Conversely, 4th grade showed improvement, rising from 19% to 24%. However, 5th grade experienced a decline dropping from 20% to 15%, and 6th grade increased from 9% to 12%. Encouragingly, there were increases in both 7th and 8th grades, with 7th grade rising from 11% to 16%, and 8th grade from 14% to 16%.

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 the CAASPP assessment. We will be supplementing the My Math program with other math programs, including but not limited to, ST Math, Touch Math, Zearn and Engage New York, among other programs. Our teachers will continue to work on cycles of improvement via progress monitoring every 4-6 weeks.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1405.5	1418.3		1418.2	1367.5		1375.7	101	0	99
1	1432.1		1453.7	1440.7		1460.2	1423.0		1446.7	61	0	72
2	1472.2	1480.0	1483.9	1477.1	1483.8	1489.2	1466.7	1475.6	1478.1	76	78	78
3	1479.3	1475.1	1491.0	1481.0	1473.3	1495.3	1477.1	1476.3	1486.3	92	76	72
4	1489.0	1512.5	1512.6	1485.7	1503.5	1518.5	1491.8	1520.9	1506.2	69	76	68
5	1508.5	1537.7	1552.2	1502.6	1534.0	1552.7	1514.1	1540.9	1551.2	50	55	60
6	1519.4	1533.0	1522.6	1514.2	1528.2	1514.3	1524.1	1537.2	1530.6	38	38	49
7	1524.8	1555.8	1548.5	1513.4	1550.4	1541.9	1535.7	1560.7	1554.7	35	36	33
8	1547.2	1555.8	1564.6	1539.1	1548.1	1567.0	1554.7	1563.2	1561.5	28	30	28
All Grades										550	389	559

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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		15.15	35.00		22.22	30.00		34.34	27.00		28.28	100		99
1	6.56		8.33	32.79		48.61	37.70		23.61	22.95		19.44	61		72
2	9.21	11.43	12.99	43.42	51.43	53.25	32.89	25.71	24.68	14.47	11.43	9.09	76	70	77
3	7.61	6.67	15.28	34.78	33.33	40.28	39.13	34.67	29.17	18.48	25.33	15.28	92	75	72
4	10.29	18.67	20.59	35.29	44.00	39.71	45.59	28.00	23.53	8.82	9.33	16.18	68	75	68
5	16.00	23.64	38.33	36.00	47.27	40.00	34.00	27.27	18.33	14.00	1.82	3.33	50	55	60
6	13.16	18.92	12.24	47.37	51.35	48.98	31.58	27.03	28.57	7.89	2.70	10.20	38	37	49
7	11.43	33.33	24.24	31.43	38.89	51.52	48.57	22.22	18.18	8.57	5.56	6.06	35	36	33
8	11.11	16.67	28.57	44.44	56.67	50.00	44.44	23.33	17.86	0.00	3.33	3.57	27	30	28
All Grades	9.69	16.93	18.10	37.11	44.97	41.76	37.11	27.78	25.63	16.09	10.32	14.52	547	378	558

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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		19.19	34.00		22.22	26.00		26.26	24.00		32.32	100		99
1	29.51		18.06	16.39		51.39	36.07		18.06	18.03		12.50	61		72
2	25.00	30.00	24.68	42.11	38.57	53.25	26.32	24.29	16.88	6.58	7.14	5.19	76	70	77
3	26.09	14.67	33.33	42.39	49.33	38.89	19.57	16.00	18.06	11.96	20.00	9.72	92	75	72
4	23.53	28.00	55.88	47.06	52.00	25.00	20.59	12.00	5.88	8.82	8.00	13.24	68	75	68
5	36.00	41.82	55.00	44.00	50.91	36.67	10.00	7.27	5.00	10.00	0.00	3.33	50	55	60
6	15.79	35.14	30.61	57.89	45.95	53.06	23.68	16.22	6.12	2.63	2.70	10.20	38	37	49
7	17.14	36.11	30.30	45.71	50.00	57.58	31.43	11.11	6.06	5.71	2.78	6.06	35	36	33
8	18.52	16.67	60.71	44.44	63.33	25.00	37.04	20.00	14.29	0.00	0.00	0.00	27	30	28
All Grades	23.40	28.31	33.69	40.04	48.94	39.25	24.68	15.34	14.52	11.88	7.41	12.54	547	378	558

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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		4.04	17.00		18.18	52.00		49.49	27.00		28.28	100		99
1	4.92		6.94	27.87		29.17	29.51		36.11	37.70		27.78	61		72
2	7.89	5.71	9.09	39.47	45.71	45.45	19.74	24.29	25.97	32.89	24.29	19.48	76	70	77
3	5.43	6.67	6.94	15.22	12.00	26.39	50.00	46.67	40.28	29.35	34.67	26.39	92	75	72
4	4.41	13.33	5.88	26.47	29.33	32.35	44.12	41.33	27.94	25.00	16.00	33.82	68	75	68
5	8.00	14.55	21.67	22.00	27.27	23.33	36.00	43.64	46.67	34.00	14.55	8.33	50	55	60
6	5.26	5.41	8.16	23.68	29.73	24.49	50.00	51.35	40.82	21.05	13.51	26.53	38	37	49
7	2.86	16.67	24.24	31.43	41.67	30.30	45.71	27.78	30.30	20.00	13.89	15.15	35	36	33
8	7.41	16.67	7.14	33.33	33.33	42.86	48.15	40.00	35.71	11.11	10.00	14.29	27	30	28
All Grades	5.48	10.58	9.32	24.86	30.16	29.21	41.50	39.15	37.81	28.15	20.11	23.66	547	378	558

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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		19.19	72.00		53.54	17.00		27.27	100		99
1	36.07		40.28	50.82		52.78	13.11		6.94	61		72
2	30.26	24.29	27.27	63.16	70.00	68.83	6.58	5.71	3.90	76	70	77
3	25.00	20.00	25.00	55.43	64.00	66.67	19.57	16.00	8.33	92	75	72
4	29.41	51.35	42.65	55.88	43.24	50.00	14.71	5.41	7.35	68	74	68
5	24.00	34.55	43.33	60.00	63.64	53.33	16.00	1.82	3.33	50	55	60
6	5.26	16.22	12.24	78.95	67.57	77.55	15.79	16.22	10.20	38	37	49
7	8.57	17.14	12.12	71.43	71.43	69.70	20.00	11.43	18.18	35	35	33
8	22.22	23.33	25.00	70.37	66.67	64.29	7.41	10.00	10.71	27	30	28
All Grades	22.30	28.72	28.49	62.89	62.23	60.39	14.81	9.04	11.11	547	376	558

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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		19.19	48.00		43.43	32.00		37.37	100		99
1	19.67		18.06	57.38		63.89	22.95		18.06	61		72
2	18.42	33.33	41.56	69.74	57.97	50.65	11.84	8.70	7.79	76	69	77
3	32.18	33.78	45.83	51.72	43.24	41.67	16.09	22.97	12.50	87	74	72
4	34.38	20.00	58.82	56.25	69.33	26.47	9.38	10.67	14.71	64	75	68
5	61.70	70.91	81.67	31.91	23.64	15.00	6.38	5.45	3.33	47	55	60
6	51.35	51.35	53.06	48.65	45.95	38.78	0.00	2.70	8.16	37	37	49
7	50.00	66.67	75.76	50.00	33.33	21.21	0.00	0.00	3.03	32	36	33
8	59.26	40.00	75.00	40.74	60.00	25.00	0.00	0.00	0.00	27	30	28
All Grades	33.15	41.76	46.24	52.17	48.94	39.07	14.69	9.31	14.70	531	376	558

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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		4.04	70.71		67.68	27.27		28.28	99		99
1	18.03		20.83	45.90		48.61	36.07		30.56	61		72
2	15.79	11.43	15.58	55.26	68.57	67.53	28.95	20.00	16.88	76	70	77
3	5.43	6.67	2.78	47.83	38.67	51.39	46.74	54.67	45.83	92	75	72
4	8.82	9.46	8.82	57.35	70.27	51.47	33.82	20.27	39.71	68	74	68
5	18.00	14.55	21.67	44.00	65.45	60.00	38.00	20.00	18.33	50	55	60
6	5.26	2.70	10.20	34.21	64.86	34.69	60.53	32.43	55.10	38	37	49
7	2.86	22.22	24.24	42.86	55.56	48.48	54.29	22.22	27.27	35	36	33
8	18.52	20.00	17.86	37.04	53.33	42.86	44.44	26.67	39.29	27	30	28
All Grades	9.71	11.41	12.54	51.83	59.68	55.02	38.46	28.91	32.44	546	377	558

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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		25.25	46.00		49.49	38.00		25.25	100		99
1	6.56		11.11	55.74		65.28	37.70		23.61	61		72
2	13.16	25.71	22.08	52.63	50.00	58.44	34.21	24.29	19.48	76	70	77
3	8.70	9.46	26.39	63.04	71.62	52.78	28.26	18.92	20.83	92	74	72
4	4.41	18.67	20.59	79.41	70.67	54.41	16.18	10.67	25.00	68	75	68
5	6.00	23.64	41.67	80.00	69.09	51.67	14.00	7.27	6.67	50	55	60
6	15.79	16.22	33.33	76.32	81.08	58.33	7.89	2.70	8.33	38	37	48
7	2.86	25.00	24.24	94.29	72.22	69.70	2.86	2.78	6.06	35	36	33
8	7.41	0.00	10.71	92.59	96.67	85.71	0.00	3.33	3.57	27	30	28
All Grades	9.69	17.77	24.24	65.63	70.03	57.81	24.68	12.20	17.95	547	377	557

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Preliminary ELPAC scores indicate a decline in the number of students at level 3 and 4 according to the ELPAC. 3rd grade shows a decline of 13% of students at level 3 or 4. 4th grade dropped 3% and 5th grade dropped 4% from 74% to 70%. 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1003	**93.8**	**60.8**	**0.5**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	610	60.8
Foster Youth	5	0.5
Homeless	129	12.9
Socioeconomically Disadvantaged	941	93.8
Students with Disabilities	131	13.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
Filipino	3	0.3
Hispanic	979	97.6
Two or More Races	2	0.2
Pacific Islander	2	0.2
White	14	1.4

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. 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 students with disabilities population will continue to receive support via their IEP, but also via Tier 2 small group instruction in their core/general classes.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. 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.

Driffill will continue to provide opportunities for students to accelerate learning via Tier 1 instructional practices in the classroom while maintaining a strong first instruction approach via the full implementation of the BUF (Biliteracy Unit Frameworks) and formative assessment process.

Driffill will continue to use effective PLC cycles of inquiry to analyze data, plan instruction, measure growth, and plan intervention/universal access opportunities in the classroom.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
60.9 points below standard	71.3 points below standard	1 Student
Increased +7.2 points	Increased +4.5 points	
647 Students	443 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Red
90.3 points below standard	61.6 points below standard	120.2 points below standard
Increased +3.6 points	Increased +7.9 points	Maintained -2.7 points
82 Students	611 Students	99 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 61.7 points below standard Increased +6.8 points 634 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.6 points below standard Increased +5.3 points 296 Students	36.4 points below standard Increased +7.9 points 147 Students	51.1 points below standard Increased +9.3 points 121 Students

Conclusions based on this data:

Driffill must continue working for improvement in the areas of ELA and Math. For the 2024-25 school year, 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 development in this area. Driffill will continue to use the effective PLC model to identify the subgroup population of students not making significant progress designated in the "red" and "yellow" to provide small group instruction in the classroom during Tier 1 instruction and followed with Tier 2 supports via our SST process.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
83.9 points below standard	88.4 points below standard	1 Student
Increased +12.5 points	Increased +12.5 points	
648 Students	444 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
107.8 points below standard	85.1 points below standard	135.1 points below standard
Increased Significantly +15.4 points	Increased +12.7 points	Increased +14.1 points
83 Students	613 Students	97 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 84.8 points below standard Increased +12 points 635 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.9 points below standard Increased +10.6 points 297 Students	71.3 points below standard Increased Significantly +18.1 points 147 Students	80.2 points below standard Increased +14.9 points 121 Students

Conclusions based on this data:

Driffill must continue working for improvement in Math. For the 2023-24 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
54.5% making progress towards English language proficiency
Number of EL Students: 308 Students
Performance Level: 3

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.

2023 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
46	88	2	161

Conclusions based on this data:

Progress has been minimal in language arts and math but growth has continued. 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 our Emergent Multilingual Learners.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
25% Chronically Absent	23.1% Chronically Absent	6 Students
Declined Significantly -5.4	Declined Significantly -6.2	
1033 Students	636 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
20.7% Chronically Absent	24.9% Chronically Absent	36.3% Chronically Absent
Declined -11.6	Declined Significantly -5.6	Declined Significantly -6.3
145 Students	972 Students	157 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 24.9% Chronically Absent Declined Significantly -5.3 1009 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	28.6% Chronically Absent Declined -11.4 14 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 homeless population are missing the instructional support needed to close the achievement gap. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	Less than 11 Students
4.5% suspended at least one day	2.2% suspended at least one day	6 Students
Maintained 0	Declined -0.3	
1058 Students	645 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
4.7% suspended at least one day	4.6% suspended at least one day	7.4% suspended at least one day
Increased 1.1	Maintained 0	Increased 1.9
148 Students	991 Students	162 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 4.6% suspended at least one day Maintained 0.1 1033 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 15 Students

Conclusions based on this data:

Driffill continues to implement the PBIS Program and a new district-wide formal progressive referral process which will help with the reduction of our suspension rate. We anticipate within the next year, while continuing to prioritize social emotional needs of students, suspensions will continue to reduce. Utilizing the PBIS model, our PBIS committee 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 a restorative justice philosophy. The opening of our Wellness Center and addition of counseling services will continue to affect change and decline suspension rates across all student groups. We will use more restorative justice approaches and alternatives to suspension to ensure students remain in school and 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-2024 The percentage of students who Met/Exceeded standards: 3rd grade - 37% 4th grade - 20% 5th grade - 29% 6th grade - 27% 7th grade - 24% 8th grade - 26%	2024-2025 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by: 3rd grade - 47% 4th grade - 30% 5th grade - 39% 6th grade - 37% 7th grade - 34% 8th grade - 36% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	2023-2024 The percentage of students who Met/Exceeded standards: 3rd grade - 38% 4th grade - 24% 5th grade - 15% 6th grade - 12%	2024-2025 Students will grow by moving one or two levels across the different bands. The percentage of students who will score at Met/Exceeded will increase by: 3rd grade - 48%

	7th grade - 16% 8th grade - 16%	4th grade - 34% 5th grade - 25% 6th grade - 22% 7th grade - 26% 8th grade - 26% The percentage of students who scored Not met will be decreased by 10% for all grade levels.
Star Early Literacy	2023-2024 The percentage of students who scored At/Above benchmark: Kindergarten - 96% 1st grade - 53% 2nd grade - 57%	2024-2025 The percentage of students who will score At/Above benchmark: TK-1st grades - 90% 2nd grade - 80%
Star Reading	2023-2024 The percentage of students who scored At/Above benchmark: 3rd grade - 25% 4th grade - 25% 5th grade - 33% 6th grade - 30% 7th grade - 12% 8th grade - 30%	2024-2025 The percentage of students who will score At/Above benchmark: 3rd-5th grades - 18% 6th-8th grades - 15%
Star Math	2023-2024 The percentage of students who scored At/Above benchmark: 1st grade - 15% 2nd grade - 21% 3rd grade - 41% 4th grade - 22% 5th grade - 15% 6th grade - 21% 7th grade - 15% 8th grade - 10%	2024-2025 The percentage of students who will score At/Above benchmark: 1st-2nd grades: 18% 3rd-5th grades - 18% 6th-8th grades - 18%
Reclassification Rate	96 English Learners were reclassified, which is 19% of our EL population.	The number of English Learners reclassified to R-FEP will be a minimum of 30% of our total EL population.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Offer professional development covering AVID, Math, comprehensive literacy, and STEM/STEAM strategies to enhance student engagement,	English Learners All Students Hispanic	3,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

	collaboration, inquiry-based pedagogy, and higher-level thinking skills. DLI: Offer professional development opportunities within the district and county, provide resources and materials to enhance instruction and implementation of bi-literacy units, and allocate additional planning days for DLI teachers. Peer Observation of BEST Practices: Encourage teachers to observe peers to gain insights into effective instructional strategies and classroom management techniques.		10,000.00 LCFF 1000-1999: Certificated Personnel Salaries Substitutes
1.2	Collaborative Planning and Time Additional Planning Time: Provide teachers with additional planning and collaborative time outside of contractual hours for collaboration and reflection with grade-level colleagues to address the needs of all students, with a focus on English Learners. Scheduled Collaboration: Schedule regular grade level and content level collaboration, training, and coaching sessions for the Leadership Team and site teachers to foster continuous improvement. Data Analysis During Collaboration: Utilize collaboration time for teachers to analyze data, determine instructional focus based on student needs, desegregate data, identify student-centered needs, and align grade level standards. AVID and Content: The AVID Site Team, AVID teachers and AVID Coordinator will collaborate to develop AVID structures. Science and Math Teachers, supported by OSD Math Manager, Technology, History-Social Science, and Science TOSAs will also collabroate and plan.	All Students English Learners Hispanic Students with Disabilities Foster Youth	6,693.00 Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours for ELD planning 2000.00 Title III 1000-1999: Certificated Personnel Salaries Substitutes for ELD planning 3,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra pay for Planning
1.3	Intervention Support Providers and Instructional Aides: Employ Intervention Support Providers and instructional aides to offer targeted, intentional instruction based on interim assessment data and common formative assessment data, using small group models during school hours. The instructional aide will support student in the lower grades not meeting grade level standards based on Star data, and common formative assessment.	All Students English Learners Foster Youth Students with Disabilities	27,156.00 Title I 1000-1999: Certificated Personnel Salaries Intervention Support Provider Salary 3,098 Title I 3000-3999: Employee Benefits Certificated benefits 30,000 Title I 2000-2999: Classified Personnel Salaries Classified salary 6,206.00 Title I

			3000-3999: Employee Benefits Classified Benefits 4,000 LCFF - Intervention 4000-4999: Books And Supplies Materials and supplies for intervention
1.4	Assessment Programs to Improve Achievement Star Assessments: Administer Star Reading, Early Literacy, and Math assessments at least four times a year. Upload results to the appropriate data systems and share with families to keep them informed of student progress. Assessment Calendar: Grade levels will create an assessment calendar to regularly monitor students, evaluate and analyze results, and use this information to inform instructional decisions during Effective PLC work. Teachers will meet in PLC's to use the assessments. Renaissance Star, Lexia, STMath, and Accelerated Reader Programs: Utilize these programs to support the assessment and academic program for all students, allowing teachers to individualize and differentiate Tier 1 support and target student achievement gaps.	All Students Hispanic Foster Youth	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessment Programs
1.5	Progress Monitoring and Conferences Progress Monitoring: Conduct progress monitoring by grade level or with individual teachers to identify specific students requiring support. Data/Progress Monitoring Conferences: 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. Review Reclassification data and ELD student progress monitoring to ensure students are on their path to reclassification. MTSS/SST Monitoring: Staff will monitor at-risk students through the MTSS/SST process and provide information to parents via conferences, supporting and providing incentives and resources to improve attendance, engagement, and address social-emotional needs.	All Students English Learners	2,500 Title III 2000-2999: Classified Personnel Salaries Translation for Conferences 1,500.00 LCFF 1000-1999: Certificated Personnel Salaries Instructional Assistant Extra Hours
1.6	Incentive Programs to support academic achievement	All Students	2,000 LCFF

	Incentive Programs: Develop programs to support, encourage, and celebrate students who show gains in their scale scores on Star Reading and Math tests and meet goals in ST Math and Lexia. Purchase incentives. Academic Support/Social Emotional Camps: Offer camps during school breaks (e.g., Winter Break) to target academic needs, support test-taking strategies, reduce D and Fs among middle school students, and build social and emotional learning competencies. Enrichment Clubs and Athletic Clubs: Provide clubs focusing on AVID, Growth Mindset, Environmental Science, STEM/STEAM, and other SEL strategies designed for all students, particularly struggling students. Offer before and after school intervention to students not making academic progress based on progress monitoring data. Purchase materials and supplies (including from the warehouse) to support interventions. Field Trips and Guest Speakers: Organize field trips, guest speaker presentations, and enrichment activities that support both academic achievement and social emotional learning competencies, particularly for middle school students.	Students with Disabilities English Learners Homeless Foster Youth	2000-2999: Classified Personnel Salaries Clerical extra help 8,151 LCFF 4000-4999: Books And Supplies Materials and supplies for intervention and incentive programs. 7,000 LCFF 4000-4999: Books And Supplies Warehouse Materials 2000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation 2500 LCFF 5000-5999: Services And Other Operating Expenditures Field trip Entrance Fees ELOP 3,000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours for intervention 674 LCFF - Intervention 3000-3999: Employee Benefits Teacher Benefits
1.7	Resources and technology in support of Academic Achievement Instructional materials and supplies: Purchase all necessary materials nad supplies to support instrucitons in all areas. Technology Apps and Devices: Supply technology apps, computer devices, and software that support student mastery of standards for English learners not making progress toward reclassification. Supplemental Materials: Purchase supplemental books, supplies, materials, and technology for instructional staff and students to enhance the adopted curriculum, DLI program, ELD instruction, and Tier 1 instruction in the classroom. Library Resources: Purchase classroom and school library Spanish-language and bilingual	English Learners All Students Foster Youth Homeless Students with Disabilities	21,376 LCFF 4000-4999: Books And Supplies Materials and Supplies 8,211 Title III 5800: Professional/Consulting Services And Operating Expenditures Apps, Licenses, and online subcriptions for ELs 8,000 LCFF 4000-4999: Books And Supplies Computer Supplies and software 5,000 LCFF

	books, magazines, and apps for student and teacher use.		4000-4999: Books And Supplies Non capitalized equipment 10,000 Title III 4000-4999: Books And Supplies Library books
1.8	State Standards and Curriculum Implementation Board-Adopted Materials: Utilize board-adopted materials to implement State Standards (CCSS) in ELA, Math, Science, and ELD in all grade levels. DLI Planning and Implementation: Provide additional planning time for implementation and breaking down of DLI units and standards for TK-8th grade. Purchase materials to supplement the unit implementation. ELD reclassification efforts will be made by monitoring and planning effective ELD strategies for English Learners. Materials and supplies will be purchased in support of ELD instruction. Environmental Science and Global Awareness Units: Analyze and examine site-created environmental science and global awareness units to ensure alignment with OSD Student Profile, NGSS Standards, and other content area standards. Offer an elective course in Robotics to develop technology skills.	All Students	5698 LCFF 4000-4999: Books And Supplies Materials and Supplies 5000 LCFF 5000-5999: Services And Other Operating Expenditures Graphics for reproduction of supplemental material 6000 Title III 4000-4999: Books And Supplies ELD materials and supplies
1.9	Supporting School Transitions and Conference Attendance Meet and Greet Events: Host orientation and Meet and Greet events for smooth transitions into TK/Kindergarten and middle school, including support from high school representatives and translation services for parents. Conferences and Training for Parents: Staff and parents will attend conferences and training to support the curriculum, academy strands, and social emotional needs of students, sharing best practices and strategies with the community.	All Students Foster Youth English Learners Homeless Hispanic	10,500 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences 10,000 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences
1.10	Operational Efficiency Efficient Operating Costs: Ensure the efficiency of operating costs to provide full access to required equipment, materials, supplies, and services. Repair and replace outdated instructional and office technology to support the goals of the plan.	All Students	2,500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 2,000 LCFF 2000-2999: Classified Personnel Salaries

	Clerical Support: Provide extra clerical help to support all aspects of the instructional program for students, staff, and the community, including preparing incentives/certificates to celebrate student performance.		Clerical Overtime
1.13			
1.14			
1.24	Visual Arts Education Driffill will provide students opportunities to learn visual arts skills by integrating content standards with art. An Art teacher and an instructional aide will support the Art program on a rotational basis for all TK - 5th grade students. The students will develop visual performing arts skills while connecting them to grade level content standards being taught in DLI, ELA, and Mathematics.	All Students Hispanic Foster Youth	80,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Art Teacher Salary 29,600.00 Prop 28 1000-1999: Certificated Personnel Salaries Teacher Benefits 24,201.00 Prop 28 2000-2999: Classified Personnel Salaries Classified Salary 12,377 Prop 28 2000-2999: Classified Personnel Salaries Classified Benefits 35,611.00 Prop 28 4000-4999: Books And Supplies Art Supplies
1.29			
1.37			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of these strategies had a profound impact on program outcomes. Professional development and collaborative planning enhanced teachers' instructional capabilities, leading to improved student engagement and performance. Comprehensive assessment and progress monitoring facilitated data-driven instruction and timely interventions. Incentive programs and enrichment activities motivated students and supported their social emotional learning. The provision of technology and resources enabled differentiated instruction, while curriculum enhancements ensured alignment with state standards. Family engagement initiatives strengthened the school-community relationship, and operational efficiency measures supported the overall instructional program. Together, these strategies created a supportive and effective educational environment that addressed the diverse needs of students and fostered academic success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Driffill we implemented the use of PLC to work on collaborative approaches to planning instruction, assessing learning outcomes, and determining next steps. While the intended implementation was met, we will continue to need further practice and support to become more effective in these areas. Progress monitoring was also an area of growth for us. The intended implementation is that we would be able to progress monitor every student to provide the supports necessary to increase academic achievement. We partially met this goal and will continue to solidify our systems to engage in progress monitoring.

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 Driffill we are developing a goal that targets all students by providing a tiered approach that ensures that every student is monitored through a variety of systems. We will use a variety of metrics such as Star, CAASPP interim assessments, common formative classroom assessments and running records to measure ongoing progress via a structured MTSS system, progress monitoring meetings with each grade level and effective PLC planning that uses the 4 essential questions to guide our day to day work (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?). At Driffill the effectiveness of our goals will be measured in 6 week cycles of progress inquiry to reassess student learning. If students are not mastering state standards, we will continue to analyze and plan high leverage strategies to ensure that we meet every student's academic needs. We will have Tier 1 programs that accelerate student learning while sustaining growth with strategic intervention for our students who need the extra support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support, School Climate, Attendance and Safety
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2023-2024 Number of suspensions - 19	2024-2025 Suspension Rates will decrease by 2%.
Attendance Data	2023-2024 Chronic Absenteeism rate - 06%	2024-2025 Chronic Absenteeism rates will decrease by 5%.
Behavioral Referrals to the office	2023-2024 Number of office Referrals - 102	2024-2025 Referral Rates will decrease by 10%.
Panorama Survey Data-Emotional Regulation	2023-2024 3rd-5th grade students: 43% responded that they are able to regulate their emotions. 6th-8th grade students: 48% esponded that they are able to regulate their emotions.	2024-2025 Increase percentage of favorable responses by 10%.

Panorama Survey Data-Self Management	2023-2024 3rd-5th grade students: 70% responded that they are able to manage their emotions, thoughts and behaviors in different situations. 6th-8th grade students: 67% responded that they are able to manage their emotions, thoughts and behaviors in different situations.	2024-2025 Increase percentage of favorable responses by 10%.
Panorama Survey Data-Social Awareness	2023-2024 3rd-5th grade students: 66% responded that they are able to consider perspectives of others and empathize with them. 6th-8th grade students: 54% responded that they are able to consider perspectives of others and empathize with them.	2024-2025 Increase percentage of favorable responses by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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 extra activities in support of parent engagement. Two additional campus supervisors will be hired to increase safety and student wellness.	All Students	29,593.00 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Salaries 16,433 LCFF 3000-3999: Employee Benefits Campus Supervisor Benefits 6,600 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisors Extra Hours
2.2	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 activities will be provided by our counselors. Provide incentives and or rewards for participation in activities. Activities and clubs will promote healthy, social-emotional habits, and support development of positive peer relationships.	All Students	1,000.00 LCFF - Intervention 4000-4999: Books And Supplies Awards and certificates 3,000.00 LCFF 4000-4999: Books And Supplies Motivational incentives 2000 LCFF

			2000-2999: Classified Personnel Salaries Counselor Extra Hours
2.3	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.	All Students	No additional cost
2.4	Using a PBIS approach, Driffill will aim to not only increase positive behaviors with students but also foster strong staff relationships. Teachers will have opportunities to collaborate during PBIS Meetings to plan and create a positive behavior plan and strategies. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.	All Students	1,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
2.5	Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance. Incentives, celebrations, assemblies will be provided. 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 of all students, including English Learners in their home language.	English Learners All Students	3,000.00 LCFF 4000-4999: Books And Supplies Incentives and materials District Funded 2000-2999: Classified Personnel Salaries Outreach Consultant salary 1,000 Title III 2000-2999: Classified Personnel Salaries Clerical Extra Hours 500 Title III 3000-3999: Employee Benefits Clerical Benefits
2.6	A Wellness Center will operate during the school day at various times to support identified social emotional needs.	Foster Youth Homeless Students with Disabilities All Students	5,000.00 LCFF 4000-4999: Books And Supplies Materials District Funded 1000-1999: Certificated Personnel Salaries Counselor District Funded 1000-1999: Certificated Personnel Salaries Psychologist
2.9	Comprehensive and Preventative Health, Anti-Vaping program from the Ventura County Office of Education will be utilized along with the Friday	All Students	3000.00 LCFF

	Night Live program to ensure students are aware of healthy choices. Parent training will be provided to support students at home in making safe choices when presented with these challenges from peers.		4000-4999: Books And Supplies Materials and supplies
2.10	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.	All Students	1000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Admission and Fees 2029.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation 1700.00 LCFF 4000-4999: Books And Supplies Materials
2.13	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.	All Students	No additional cost
2.16	The Big Smiles Program will be welcomed to provide dental care for students who do not have dental coverage (If available).		No additional cost
2.17	All students, staff, and parents (if on site) will participate in monthly safety drills.	All Students	No additional cost
2.18	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.	All Students	No additional cost
2.19	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.	All Students	3,000.00 LCFF 4000-4999: Books And Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Driffill's strategic implementation of PBIS practices, the establishment of a Wellness Center, and comprehensive stakeholder training significantly contributed to the successful implementation of our program. These efforts not only improved student attendance but also created a safer and more welcoming school environment, ultimately fostering a stronger sense of community and engagement among students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Even though we implemented a strong and effective PBIS program and wellness center, Driffill has had a high number of students that have experienced homelessness and the challenges of reaching them to come to school need to continue to be addressed and a continued priority. At Driffill we are providing strategies/and activities that will motivate students to come to school every day. We want to create an environment where all students feel safe, validated, and cared for. The intended implementation of these strategies need to continue to remain consistent and prioritized.

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 are going to continue the great work that was started in 23-24 school year with our PBIS team. Our PBIS team comprised of various staff, teacher and administrators have worked hard to identify barriers to student success in the area of social emotional health, positive behavior, attendance, and referral reduction. In 24-25 we will continue with that work and we will continue to see growth as we see attendance increase and referrals and suspension rates decrease. Driffill will be an environment where all students and staff feel safe.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 student engagement.

To provide a safe and productive learning environment for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at workshops	2023-2024 Numbers of parents who attended the following events: Drug use Workshop - 9 Literacy Workshop - 21	2024-2025 Parent participation at workshops will increase by 10 %.
Average Attendance at ELAC meetings	2023-2024 The average number of attendees at ELAC meetings was 8.	2024-2025 Increase the number of attendees at ELAC meetings by 10%.
Parent Attendance at Back to School Night	2023-2024 325 Parents attended Back to School Night.	2024-2025 The number of parents attending Back to School Night will increase by 10%.
Panorama Survey Data	2023-2024 42 parents responded to the survey.	2024-2025 Increase parent responses by 40%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square contract
3.2	Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using and understanding technology, Literacy, Math, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success. We will provide families of English Learners strategies to support English Learners at home. 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. We will use visual presentations and technology to enhance the presentations and provide hands on opportunities for parents to engage with students like devices.	All Students	5,000.00 LCFF 4000-4999: Books And Supplies Contracts and Services 2,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 6,000.00 Title III 4000-4999: Books And Supplies Materials and Supplies 1300 LCFF 2000-2999: Classified Personnel Salaries Library Media/Tech Extra Hours for Library Night 800.00 Title III 1000-1999: Certificated Personnel Salaries Translation Services 500.00 LCFF 2000-2999: Classified Personnel Salaries Babysitting
3.3	The Student Parent Compact and Parent Involvement Policy will be updated, with feedback from educational partners and distributed to parents.	All Students	No additional cost
3.4	Parents will be invited to review 8th grade promotion criteria for all middle school families to ensure clear understanding and partnership. Translators will be provided in parents' language including Mixteco.	All Students	700.00 Title III 2000-2999: Classified Personnel Salaries Translation Services
3.5	ELAC, Title I/Cafe con Padres and SSC virtual and in-person meetings are scheduled for the year and are posted on our website, through Parent Square messages, and digital bulletins and paper notices will go home with students.	All Students	1667.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 2,000.00 Title III

			4000-4999: Books And Supplies Refreshments
3.6	Parent Conferences are held in the Fall for all students to review behavior and academic goals. Spring conferences are held for students who are not meeting academic and/or behavioral expectations.	All Students	Translation Services-see Goal 1.5
3.7	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 of information on how we will support all students in a way that parents can understand and support.	All Students	2,000.00 LCFF 4000-4999: Books And Supplies Materials, resources, apps, and/or equipment 500.00 Title III 2000-2999: Classified Personnel Salaries Translation Services
3.9	IEP's will be held to support our students who receive special education services at a time and location most convenient for parents.	Students with Disabilities	5,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes 1000 LCFF 2000-2999: Classified Personnel Salaries Translation Services
3.10	Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification.	All Students	2000.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF 4000-4999: Books And Supplies Warehouse charges 1,000 LCFF 2000-2999: Classified Personnel Salaries Custodial support 5,000 LCFF 4000-4999: Books And Supplies Certificates and Awards

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The previous implementation of strategies at Driffill aimed to incorporate parents as a fundamental component of students' academic, social-emotional, and overall well-being. The strategies focused on fostering strong partnerships with parents and community members. By providing opportunities for volunteering, attending workshops, and developing home and school support strategies, Driffill sought to create a cohesive support system for students.

The commitment to these strategies was reflected in the active engagement of parents in various school activities and their increased involvement in the educational process. This approach was designed to ensure that parents were well-informed about their children's academic and social experiences, thereby enhancing their ability to support their children effectively at home.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Driffill continues to be challenged by low parent engagement for various events. Some activities are well attended such as dances, Back to School Night and Open House while others are not. Workshops and parent engagement activities were planned throughout the year but the low number of parents attending continues to be a challenge.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be making changes to our parent involvement plan by providing different ways for parents to engage with our school community. We are going to offer more virtual meetings in the evenings to meet our goal of increasing parent involvement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$137,893
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$518,874.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$90,989.00
Title III	$46,904.00

Subtotal of additional federal funds included for this school: $137,893.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$190,518.00
LCFF - Intervention	$8,674.00
Prop 28	$181,789.00

Subtotal of state or local funds included for this school: $380,981.00

Total of federal, state, and/or local funds for this school: $518,874.00

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	90,989.00	0.00
Title III	46,904.00	0.00
LCFF	190,518.00	0.00
LCFF - Intervention	8,674.00	0.00
Prop 28	181,789.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	190,518.00
LCFF - Intervention	8,674.00
Prop 28	181,789.00
Title I	90,989.00
Title III	46,904.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	174,749.00
2000-2999: Classified Personnel Salaries	117,271.00
3000-3999: Employee Benefits	26,911.00
4000-4999: Books And Supplies	156,203.00
5000-5999: Services And Other Operating Expenditures	32,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,240.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	25,500.00
2000-2999: Classified Personnel Salaries	LCFF	45,993.00
3000-3999: Employee Benefits	LCFF	16,433.00
4000-4999: Books And Supplies	LCFF	91,592.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,000.00
3000-3999: Employee Benefits	LCFF - Intervention	674.00
4000-4999: Books And Supplies	LCFF - Intervention	5,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	109,600.00
2000-2999: Classified Personnel Salaries	Prop 28	36,578.00
4000-4999: Books And Supplies	Prop 28	35,611.00
1000-1999: Certificated Personnel Salaries	Title I	27,156.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
3000-3999: Employee Benefits	Title I	9,304.00
5000-5999: Services And Other Operating Expenditures	Title I	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,029.00
1000-1999: Certificated Personnel Salaries	Title III	9,493.00
2000-2999: Classified Personnel Salaries	Title III	4,700.00
3000-3999: Employee Benefits	Title III	500.00
4000-4999: Books And Supplies	Title III	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	8,211.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	400,552.00
Goal 2	79,855.00
Goal 3	38,467.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Javier Tapia	Principal
Patricia Ponce-Villa	Classroom Teacher
Martha Alcantar	Classroom Teacher
Carlos Torres	Classroom Teacher
Monica Arias Melgoza	Other School Staff
Maricela Morales	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Alex Salazar	Parent or Community Member
Brian Melanaphy	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
	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 5.30.24.

Attested:

Principal, Javier Tapia on 5.30.24

SSC Chairperson, Patricia Ponce-Villa on 5.30.24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street School	56725386055289	May 24, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Elm Street School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Elm Street School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 is "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 seek to implement the need to accelerate learning strategies and programs, which means students have access to high-level standard-based instruction while addressing the gaps in prior learning. Targeting unfinished learning and gaps through an Accelerated Learning approach in Tier 1 instruction is a priority. We 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 is determined to ensure all students receive a high quality education from fully qualified, caring teachers whose use of research-based practices help them connect with 21st century expectations through the arts, sciences, and technology. Elm St. School has established 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 one-to-one devices for all students in grades Transitional Kindergarten through 5th grade. We will continue with the implementation of the Dual Language Biliteracy Unit Frameworks which are standards based curriculum from Transitional Kindergarten through Fifth grade written by our District to ensure CCSS is at the forefront in our biliteracy classes. In addition, teachers dedicate thirty minutes daily to implement interventions and monitor student in an intervention programs. These interventions include focused group instruction from classroom teachers, the Literacy Intervention Teacher (LIT) and Instructional Support Providers (ISPs). The Literacy Intervention Teacher and the Instructional Support Providers will be using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) as their primary resource.

The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to promote higher level thinking via a high level of depth of knowledge for all students. In order to implement CCSS, Elm teachers are committed to consistently meeting 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. Elm teachers will continue progress monitoring their students to ensure the academic needs of the students are met. Elm School Staff will focus on Positive Behavior Intervention Supports (PBIS) through the use of STOIC 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), a Title 1 Meeting, Coffee with the Principal, PTA meetings, Elm's website, Class Dojo, school social media and district wide communication system Parent Square.

Educational Partner Involvement

How, when, and with whom did Elm Street 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. The Instructional leader shared the SPSA and the budget with the SSC and the ELAC committees, and staff and parents were given an opportunity to provide feedback. The Instructional Leader collected feedback from grade level teams, SSC, and ELAC to support all the strategies/activities as written in the SPSA. The proposed 2023-2024 school budget aligned directly with the three goals 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 review each action's effectiveness as detailed in the SPSA throughout the year using Star data, Panorama results, student progress 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.

This section is required for all schools eligible for ATSI and CSI.

The substitute shortage has impacted our instructional program. Our teachers were not able to attend all professional development opportunities due to a shortage of substitutes. OSD has provided an extensive opportunity to continue Professional Development opportunities in the afternoon once students have been released for the day.

As a DLI school, Elm seeks to acquire more standard-aligned Spanish books, articles, and resources to enrich grade-level lessons beyond the adopted textbooks. These resources are currently in development from publishers.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Although we are proud of our progress, an area of concern is chronic absenteeism among our homeless population. In the 2022-2023 school year, our chronic absenteeism decreased by 6.5%. Elm Street teachers maintain good communication with our families and reach out when students are absent. Additionally, our Outreach Resource Coordinator and Attendance Clerk connect with families to offer resources and support as needed. They also conduct attendance meetings with the principal. Home visits are conducted when students are missing and no contact has been made for a week.

Another area of concern is and are our English Language Arts scores. As a school, we are in the red zone, which includes the categories of English Learners, Hispanics, Socioeconomic Disadvantage, and Students with Disabilities. In 2023-2024, we increased our professional development in our Biliteracy Unit Framework (BUF) by utilizing our Teacher On Special Assignment (TOSA) to support our teachers' individual and team development when addressing English language lesson planning and instruction. Our TOSA collaborated with teachers to create lessons, modeled classroom lessons and conducted after-school and grade-level professional development days. The areas in which our Star scores indicated we needed support were targeted. Since we are a dual immersion school, we placed equal resources for professional development in both languages. However, our resources will mainly support the English teachers through analysis of the dashboard and our Star assessments. We also have Leveled Literacy Intervention (LLI) to accelerate reading fluency and comprehension. This school year, we had end of the trimester grade level meetings that focused on analyzing LLI data. The meetings helped classroom and LLI teachers work more efficiently by strategizing on how to maximize student support while minimizing the loss of instructional time in the classroom. The teachers were also able to explore individual student needs and growth to determine which students could be grouped for small group instruction. Additionally, in the classroom, teachers allocate thirty minutes daily to a Multi-Tier System of Support (MTSS), which will

focus on small group lessons and rotations for intervention. Based on classroom assessments, Star scores, and other teacher-determined assessment tools, teachers choose which grade level standards will be targeted for intervention in English Language Arts.

In the upcoming school year 2024- 2025, Elm St. School is excited to partner with Orenda Education. Orenda Education focuses on using school and district data to refine systems within school structures to better serve our students. This collaboration will target our teaching staff by analyzing our school data and enhancing our PLC structures to better address the achievement gap that we see in our students' performance for English Language Arts.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The students performed two or more levels below "all student" performance in Chronic Absenteeism is our homeless student population. An area of concern is our English Language Arts scores. As a school, we are in the red zone, which includes the categories of English Learners, Hispanics, Socioeconomic Disadvantage, and Students with Disabilities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Elm St. School is in its first year as a fully DLI-only school. The BUF fosters high rigor in lesson planning to create engaging and student-centered lessons for English and Spanish in all content areas. Through my classroom observations, I see teachers growing in different regions of the BUF lessons. This reinforces the need to allocate resources for continual professional development.

Additionally, Elm St School uses the Panorama Survey to measure students' social and emotional needs. Our data did not indicate significant concerns; however, we focused on emotional regulation and self-management. The school counselor conducts social skill groups and one-on-one counseling sessions, focusing on teaching emotional regulation and self-management strategies. These lessons are in small groups or one-on-one for six to eight weeks. The counselor also consults with teachers to explore different classroom strategies for helping students in these areas.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Elm Street School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.20%	0%	%	1	0	
Asian	%	0%	%		0	
Filipino	0.40%	0%	%	2	0	
Hispanic/Latino	97.81%	99.59%	100.00%	492	480	468
Pacific Islander	0.20%	0%	%	1	0	
White	1.39%	0.41%	%	7	2	
Multiple/No Response	%	0%	%		0	
			Total Enrollment	503	482	468

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	90	93
Grade 1	72	72	66
Grade 2	90	70	70
Grade3	84	82	72
Grade 4	93	75	74
Grade 5	89	93	70
Total Enrollment	503	482	468

Conclusions based on this data:

Elm St. School had a 3% enrollment loss. We continue to have low enrollment. Declining enrollment is impacting the entire state of California, and this highlights the importance of being proactive in our outreach and connecting our families to resources in our community.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	401	381	373	71.50%	79.7%	79.7%
Fluent English Proficient (FEP)	35	33	27	14.30%	7.0%	5.8%
Reclassified Fluent English Proficient (RFEP)				6.0%		

Conclusions based on this data:

Elm St. School has a significant number of English Learners an estimated 80% of the student population over the past two years. The number of Fluent English-proficient students has also declined over the past three years. Our RFEP percentage has been decreasing. This aligns with the area of growth we are targeting, which is the English Language Arts as mentioned in the Dashboard indicators.

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	101	13	13%	7	7%	31	31%	50	50%	Level 3	835
Grade 1	57	35	61%	7	12%	14	25%	1	2%	Level 1	762
Grade 2	51	45	88%	5	10%	1	2%	0	0%	Level 1	817

Conclusions based on this data:

Comparing end-of-year scores from the 2022-2023 to the 2023-2024 school year, our proficiency rate in English Early Literacy increased by 14.6%. Our kindergarten grade level achieved the highest proficiency rate at 50.5%, significantly contributing to the overall reading proficiency rate of 23.1%. This school year, Elm Street added one more kindergarten classroom due to increased enrollment, resulting in two English teachers and two Spanish teachers. This format eliminates the need for a self-contained teacher who teaches both languages, aligning with the Biliteracy Program adopted by the Oxnard District, which recommends one teacher per language.

The Star Early Literacy Spanish Assessment indicates that our students' proficiency increased by 1.5%, reaching a 53.7% Spanish proficiency rate. Our second grade level saw a remarkable increase of 38.7%, achieving the highest proficiency rate in Spanish Early Literacy at 81.6%. Spanish literacy is a relative strength for us, which aligns with having 80% of our population being English Language Learners.

Teachers' efforts resulted in significant growth in kindergarten and second grade. To continue seeing growth in these areas and in English Early Literacy for 1st and 2nd grades, we will be working with Orenda Education and district Biliteracy TOSAs to further develop our Tier 1 instruction.

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	70	44	63%	18	26%	7	10%	1	1%	Level 1	853
Grade 3	68	44	65%	15	22%	8	12%	1	1%	Level 1	917
Grade 4	68	44	65%	19	28%	2	3%	3	4%	Level 1	931
Grade 5	69	35	51%	21	30%	9	13%	4	6%	Level 1	990

Conclusions based on this data:

During the 2023-2024 Star Reading Assessment, Elm Street School saw a 2% decrease in proficiency. The school has been closely monitoring assessments throughout the year. This lack of growth prompted us to seek additional support, such as from Orenda Education. For the 2024-2025 school year, Elm Street School staff will receive increased professional development focused on improving Tier 1 instruction.

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	71	29	41%	29	41%	12	17%	1	1%	Level 1	812
Grade 2	70	29	41%	22	31%	14	20%	5	7%	Level 2	899
Grade 3	69	30	43%	22	32%	13	19%	4	6%	Level 2	949
Grade 4	72	35	49%	28	39%	8	11%	1	1%	Level 1	964
Grade 5	69	46	67%	16	23%	5	7%	2	3%	Level 1	1006

Conclusions based on this data:

Star Math scores seemed to stay at our 20% proficiency rate. The second-grade level increased by 9.3% in the school year, with the highest proficiency rate at 27.9% at the end. This continues to be an area of focus to improve Tier 1 instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		84	80		84	79		84	79		100.0	98.8
Grade 4		95	72		95	72		95	72		100.0	100.0
Grade 5		88	98		87	92		87	92		98.9	93.9
All Grades		267	250		266	243		266	243		99.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2348.		10.71	6.33		9.52	7.59		23.81	24.05		55.95	62.03
Grade 4		2389.	2387.		3.16	6.94		11.58	4.17		15.79	20.83		69.47	68.06
Grade 5		2440.	2440.		4.60	2.17		24.14	25.00		16.09	23.91		55.17	48.91
All Grades	N/A	N/A	N/A		6.02	4.94		15.04	13.17		18.42	23.05		60.53	58.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.53		48.81	59.49		42.86	37.97
Grade 4		2.11	5.56		54.74	54.17		43.16	40.28
Grade 5		12.64	2.17		52.87	67.39		34.48	30.43
All Grades		7.52	3.29		52.26	60.91		40.23	35.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.53		38.10	36.71		58.33	60.76
Grade 4		1.05	4.17		33.68	41.67		65.26	54.17
Grade 5		5.75	2.17		45.98	57.61		48.28	40.22
All Grades		3.38	2.88		39.10	46.09		57.52	51.03

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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	1.27		77.38	84.81		20.24	13.92
Grade 4		3.16	4.17		81.05	77.78		15.79	18.06
Grade 5		4.60	5.43		74.71	61.96		20.69	32.61
All Grades		3.38	3.70		77.82	74.07		18.80	22.22

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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	3.80		60.71	58.23		30.95	37.97
Grade 4		2.11	4.17		66.32	61.11		31.58	34.72
Grade 5		4.60	9.78		63.22	64.13		32.18	26.09
All Grades		4.89	6.17		63.53	61.32		31.58	32.51

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The percentage of third grade students in the 2023-2024 academic year at the Met and Exceeded Standard are at 9% as compared to 14% of the third graders that were at the Met and Exceeded Standard in 2022-2023. This is a 5% drop from one year to the next. The percentage of fourth grade students in the 2023-2024 academic year at the Met and Exceeded Standard are at 6% as compared 11% of fourth graders that were at the Met and Exceeded Standard in 2021-202. This is a 5% drop from one year to the next. The percentage of fifth grade students in the 2023-2024 academic year at the Met and Exceeded Standard is at 21% as compared to 28% of fifth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 7% drop from one year to the next. English Language proficiency is an area of concern. In 2023-2024, we increased our professional development in our Biliteracy Unit Framework (BUF) by utilizing our Teacher On Special Assignment (TOSA) to support our teachers' individual and team development when addressing English language lesson planning and instruction. Our TOSA collaborated with teachers to create lessons, modeled classroom lessons and conducted after-school and grade-level professional development days. In the upcoming school year 2024- 2025, Elm St. School is excited to partner with Orenda Education. Orenda Education focuses on using school and district data to refine systems within school structures to better serve our students. This collaboration will support our teaching staff in analyzing our school data and enhancing our PLC structures to better address the achievement gap that we see in our students' performance for English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		84	80		84	80		84	80		100.0	100.0
Grade 4		95	72		95	72		95	72		100.0	100.0
Grade 5		88	98		87	98		87	98		98.9	100.0
All Grades		267	250		266	250		266	250		99.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2366.		3.57	2.50		11.90	18.75		21.43	23.75		63.10	55.00
Grade 4		2386.	2390.		1.05	1.39		6.32	11.11		24.21	26.39		68.42	61.11
Grade 5		2415.	2427.		2.30	1.02		6.90	5.10		17.24	33.67		73.56	60.20
All Grades	N/A	N/A	N/A		2.26	1.60		8.27	11.20		21.05	28.40		68.42	58.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.75		36.90	42.50		57.14	48.75
Grade 4		2.11	2.78		25.26	40.28		72.63	56.94
Grade 5		1.15	3.06		25.29	35.71		73.56	61.22
All Grades		3.01	4.80		28.95	39.20		68.05	56.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.75		42.86	40.00		52.38	56.25
Grade 4		4.21	2.78		31.58	29.17		64.21	68.06
Grade 5		1.15	2.04		47.13	47.96		51.72	50.00
All Grades		3.38	2.80		40.23	40.00		56.39	57.20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.25		61.90	52.50		30.95	41.25
Grade 4		3.16	1.39		40.00	50.00		56.84	48.61
Grade 5		3.45	1.02		43.68	48.98		52.87	50.00
All Grades		4.51	2.80		48.12	50.40		47.37	46.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The percentage of third grade students in the 2023-2024 academic year at the Met and Exceeded Standard are at 16% as compared to 21% of the third graders that were at the Met and Exceeded Standard in 2022-2023. This is a 5% decrease from one year to the next. The percentage of fourth grade students in the 2023-2024 academic year at the Met and Exceeded Standard are at 7% as compared 12% of fourth graders that were at the Met and Exceeded Standard in 2022-2023. This is a 5% decrease from one year to the next. The percentage of fifth grade students in the 2023-2024 academic year at the Met and Exceeded Standard is at 8% as compared to 7% of fifth graders that were at the Met and Exceeded Standard in 2022-2023. This is a 1% increase from one year to the next. In 2023-2024, we increased our professional development with the district Math Manager and Math TOSA to support our teachers' individual and team development when addressing math lesson planning. In the upcoming school year 2024- 2025, Elm St. School is excited to partner with Orenda Education. Orenda Education focuses on using school and district data to refine systems within school structures to better serve our students. This collaboration will tsupport our teaching staff in analyzing our school data and enhancing our PLC structures to better address the achievement gap that we see in our students' performance for math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1388.5	1424.3		1401.5	1373.3		1358.1	41	0	69
1	1421.8	*	1424.4	1436.7	*	1435.6	1406.4	*	1412.8	45	*	60
2	1450.7	1456.2	1458.3	1454.2	1458.5	1463.8	1446.9	1453.2	1452.4	66	66	59
3	1482.0	1482.0	1487.0	1479.5	1480.6	1488.0	1484.0	1482.9	1485.5	80	65	63
4	1502.2	1510.8	1507.8	1504.2	1508.8	1512.2	1499.8	1512.2	1503.0	65	75	50
5	1495.9	1526.2	1526.9	1490.8	1522.8	1512.9	1500.5	1529.1	1540.3	46	57	57
All Grades										343	266	358

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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		2.90	37.50		18.84	47.50		42.03	12.50		36.23	40		69
1	2.22	*	1.67	26.67	*	16.67	33.33	*	48.33	37.78	*	33.33	45	*	60
2	4.55	4.76	5.08	39.39	36.51	33.90	37.88	34.92	47.46	18.18	23.81	13.56	66	63	59
3	12.50	7.69	12.70	22.50	38.46	36.51	43.75	32.31	34.92	21.25	21.54	15.87	80	65	63
4	10.94	20.00	12.00	43.75	38.67	48.00	32.81	33.33	30.00	12.50	8.00	10.00	64	75	50
5	2.17	21.05	29.82	34.78	43.86	36.84	43.48	26.32	21.05	19.57	8.77	12.28	46	57	57
All Grades	6.74	13.36	10.34	33.72	38.93	31.01	39.59	32.06	37.71	19.94	15.65	20.95	341	262	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		4.35	47.50		26.09	30.00		31.88	17.50		37.68	40		69
1	11.11	*	10.00	26.67	*	30.00	33.33	*	45.00	28.89	*	15.00	45	*	60
2	16.67	19.05	15.25	31.82	33.33	40.68	37.88	33.33	33.90	13.64	14.29	10.17	66	63	59
3	21.25	16.92	33.33	46.25	50.77	38.10	21.25	18.46	15.87	11.25	13.85	12.70	80	65	63
4	25.00	32.00	48.00	46.88	45.33	40.00	21.88	17.33	6.00	6.25	5.33	6.00	64	75	50
5	19.57	35.09	38.60	41.30	45.61	49.12	26.09	14.04	0.00	13.04	5.26	12.28	46	57	57
All Grades	17.60	25.57	23.74	40.47	43.51	36.87	27.86	20.99	22.91	14.08	9.92	16.48	341	262	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		0.00	10.00		7.25	72.50		59.42	15.00		33.33	40		69
1	0.00	*	3.33	22.22	*	10.00	28.89	*	35.00	48.89	*	51.67	45	*	60
2	1.52	1.59	3.39	30.30	31.75	25.42	36.36	33.33	44.07	31.82	33.33	27.12	66	63	59
3	3.75	3.08	3.17	23.75	21.54	25.40	40.00	47.69	41.27	32.50	27.69	30.16	80	65	63
4	4.69	5.33	2.00	18.75	26.67	28.00	45.31	49.33	42.00	31.25	18.67	28.00	64	75	50
5	2.17	7.02	22.81	6.52	28.07	17.54	56.52	45.61	40.35	34.78	19.30	19.30	46	57	57
All Grades	2.64	4.20	5.59	19.94	26.72	18.44	44.87	44.27	44.13	32.55	24.81	31.84	341	262	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		8.70	80.00		75.36	7.50		15.94	40		69
1	24.44	*	18.33	62.22	*	70.00	13.33	*	11.67	45	*	60
2	12.12	15.87	23.73	75.76	63.49	69.49	12.12	20.63	6.78	66	63	59
3	23.75	24.62	20.63	58.75	63.08	65.08	17.50	12.31	14.29	80	65	63
4	46.88	45.33	36.00	43.75	54.67	56.00	9.38	0.00	8.00	64	75	50
5	15.22	22.81	28.07	63.04	71.93	59.65	21.74	5.26	12.28	46	57	57
All Grades	23.46	27.86	21.79	62.76	62.21	66.48	13.78	9.92	11.73	341	262	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		4.35	58.97		50.72	28.21		44.93	39		69
1	13.33	*	11.67	48.89	*	56.67	37.78	*	31.67	45	*	60
2	19.70	25.81	16.95	62.12	59.68	69.49	18.18	14.52	13.56	66	62	59
3	26.25	44.44	42.86	60.00	36.51	41.27	13.75	19.05	15.87	80	63	63
4	34.38	36.00	50.00	57.81	53.33	42.00	7.81	10.67	8.00	64	75	50
5	38.64	64.91	68.42	50.00	22.81	19.30	11.36	12.28	12.28	44	57	57
All Grades	24.85	41.70	31.01	57.10	44.02	46.93	18.05	14.29	22.07	338	259	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		1.45	82.50		72.46	17.50		26.09	40		69
1	4.44	*	8.33	53.33	*	31.67	42.22	*	60.00	45	*	60
2	10.77	6.35	3.39	56.92	58.73	67.80	32.31	34.92	28.81	65	63	59
3	6.25	1.54	3.17	55.00	47.69	50.79	38.75	50.77	46.03	80	65	63
4	6.25	5.33	2.00	60.94	65.33	60.00	32.81	29.33	38.00	64	75	50
5	6.52	15.79	24.56	52.17	56.14	57.89	41.30	28.07	17.54	46	57	57
All Grades	6.18	6.87	6.98	59.12	57.25	56.98	34.71	35.88	36.03	340	262	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.14	71.79		53.62	15.38		36.23	39		69
1	2.22	*	0.00	48.89	*	58.33	48.89	*	41.67	45	*	60
2	3.03	12.70	8.47	62.12	55.56	62.71	34.85	31.75	28.81	66	63	59
3	11.25	9.23	20.63	65.00	73.85	63.49	23.75	16.92	15.87	80	65	63
4	4.69	18.67	14.00	70.31	70.67	68.00	25.00	10.67	18.00	64	75	50
5	4.44	15.79	29.82	66.67	70.18	54.39	28.89	14.04	15.79	45	57	57
All Grades	6.49	14.18	13.69	64.31	67.82	59.78	29.20	18.01	26.54	339	261	358

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

During the 2023-2024 academic year, 18 students were re-classified. Elm decreased their number of re-classified students by 12 students as compared to the 2022-2023 academic year. This aligns with the area of growth we are targeting, which is the English Language Arts as mentioned in the Dashboard indicators. Teachers will focus on teaching students the skills needed in each of the four domains so that they become proficient in English. Next school year, we will be concentrating on increasing performance in the areas of English Language Arts. This should also improve the number of students moving at least one level up in ELPAC testing, ultimately increasing the reclassification percentage.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
482	**96.7**	**79**	**0.4**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	381	79
Foster Youth	2	0.4
Homeless	55	11.4
Socioeconomically Disadvantaged	466	96.7
Students with Disabilities	65	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	480	99.6
White	2	0.4

Conclusions based on this data:

Most of our students at Elm St. School are Socioeconomically Disadvantaged and English language learners. With this knowledge, we are mindful of the ELPAC scores and use this information to reinforce the need to focus on English Language Arts. Each year, English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. The goal is to reach a level of well-developed overall in the four domains and meet all the criteria to be considered for Reclassification. At the beginning of the year, we pull the list of students who received an overall level of 3 or 4 and analyze their performance in each domain (listening, speaking, reading and writing) to determine which areas need additional support and interventions in order for them to meet their goals and reclassify before they leave us at the end of 5th grade.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Elm St School exited out of the ATSI performance category for the 2023-2024 school year. Although we are proud of our progress, our area of concern is our English Language Arts scores. As a school, we are in the red zone, which includes the categories of English Learners, Hispanics, Socioeconomic Disadvantage, and Students with Disabilities.

The two areas of concern that we will be targeting this school year are our English Language Arts scores for all populations and chronic absenteeism for our homeless population.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	Less than 11 Students
74.8 points below standard	80.1 points below standard	1 Student
Maintained -2 points	Decreased -8.4 points	
240 Students	202 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
71.2 points below standard	 Red	 Red
Increased +8.4 points	76.3 points below standard	155.4 points below standard
34 Students	Maintained -2 points	Decreased -14 points
	232 Students	38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 74.9 points below standard Decreased -3 points 238 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.4 points below standard Decreased -7.2 points 160 Students	21.9 points below standard Decreased Significantly -48.7 points 42 Students	59.6 points below standard Increased Significantly +36.4 points 24 Students

Conclusions based on this data:

This an area of concern the English Language Arts scores. As a school, we are in the red zone, which includes the categories of English Learners, Hispanics, Socioeconomic Disadvantage, and Students with Disabilities. In 2023-2024, we increased our professional development in our Biliteracy Unit Framework (BUF) by utilizing our Teacher On Special Assignment (TOSA) to support our teachers' individual and team development when addressing English language lesson planning and instruction. Our TOSA collaborated with teachers to create lessons, modeled classroom lessons and conducted after-school and grade-level professional development days. The areas in which our Star scores indicated we needed support were targeted. Since we are a dual immersion school, we placed equal resources for professional development in both languages. However, our resources will mainly support the English teachers through analysis of the dashboard and our Star assessments. We also have Leveled Literacy Intervention (LLI) to accelerate reading fluency and comprehension. This school year, we had end of the trimester grade level meetings that focused on analyzing LLI data. The meetings helped classroom and LLI teachers work more efficiently by strategizing on how to maximize student support while minimizing the loss of instructional time in the classroom. The teachers were also able to explore individual student needs and growth to determine which students could be grouped for small group instruction. Additionally, in the classroom, teachers allocate thirty minutes daily to a Multi-Tier System of Support (MTSS), which will focus on small group lessons and rotations for intervention. Based on classroom assessments, Star scores, and other teacher-determined assessment tools, teachers choose which grade level standards will be targeted for intervention in English Language Arts.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
85 points below standard	87.7 points below standard	1 Student
Increased +9.6 points	Increased +6.9 points	
240 Students	202 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
77.7 points below standard	Yellow	Orange
Increased Significantly +21.1 points	85.8 points below standard	150.3 points below standard
34 Students	Increased +10.1 points	Increased +4.8 points
	232 Students	38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 85.1 points below standard Increased +8.2 points 238 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.6 points below standard Increased +6.9 points 160 Students	42.3 points below standard Decreased Significantly -18.8 points 42 Students	80 points below standard Increased Significantly +20.6 points 24 Students

Conclusions based on this data:

Although Mathematics is not our lowest area of performance, it still remains an area that we target, especially with the student group of Students with Disabilities. We will be addressing the academic needs in Mathematics through our first instruction, progress monitoring and intervention. We will be working with Orenda Education which will help us refine our Professional Learning Communities which will allow us to reflect on the effectiveness of our lesson planning with colleagues in order to address Mathematics development.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
67.5% making progress towards English language proficiency
Number of EL Students: 163 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.

2023 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	40	0	110

Conclusions based on this data:

During the 2023-2024 Academic year, 18 students were re-classified. This was about ten fewer students than the year prior. Teachers will focus on teaching students the skills needed in each of the four domains so that they become proficient in English. Next school year, we will be concentrating on increasing in the areas of English Language Arts, this should also improve the number of students moving at least one level up in ELPAC testing, ultimately increasing the reclassification percentage.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
24.6% Chronically Absent	22.5% Chronically Absent	2 Students
Declined Significantly -6.5	Declined Significantly -5.6	
500 Students	400 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Yellow	Orange
25.4% Chronically Absent	25% Chronically Absent	31.2% Chronically Absent
Increased 7	Declined Significantly -5.6	Declined -1.7
67 Students	484 Students	77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 24.7% Chronically Absent Declined Significantly -6.5 498 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

Elm St School will address the area of absenteeism by providing more parent outreach and incentive programs. We will continue to conduct consistent home visits to follow up with families and students to address chronic absenteeism. The principal will conduct parent meetings with any families of the students that are chronically absent and late. The meeting highlights the importance of attending school and signing a school attendance contract. The principal also educates parents about the importance of regular attendance at Back to School Night, Tk and Kindergarten Orientation, and Open House.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0.2% suspended at least one day	0% suspended at least one day	2 Students
Maintained 0	Maintained -0.2	
519 Students	414 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
Maintained 0	Maintained 0	Maintained 0
72 Students	500 Students	81 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.2% suspended at least one day Maintained 0 517 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

Elm St. School's overall suspension rate is very low. The principal and school counselor continue implementing Restorative Justice strategies to maintain that low rate. The principal has also been working with the counselor and classroom teachers to explore alternatives to suspension. Implementing STOIC in every classroom has also supported a low suspension rate, and we will continue this practice.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	2023-24 Results by Grade Level-Percentage of students who scored in the Met/Exceeded range: Grade 3 - 20% Grade 4 - 15 % Grade 5 - 29%	Grade 3: Students will demonstrate growth by moving one or two levels across the different ELA CAASPP bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards. Grade 4: Students will demonstrate growth by moving one or two levels across the different ELA CAASPP bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different ELA CAASPP bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards.
CAASPP Mathematics	2023-24 Results by Grade Level-	Grade 3: Students will demonstrate growth by moving one or two levels

	Percentage of students who scored in the Met/Exceeded range: Grade 3 - 16% Grade 4 - 7% Grade 5 - 9 %	across the different CAASPP Math bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards. Grade 4: Students will demonstrate growth by moving one or two levels across the different Math CAASPP bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different Math CAASPP bands. We aim to increase by 10%, representing seven students that will move from nearly met to met and/or exceeding the standards.
ELPAC - Reclassification	2023-24 results-18 students reclassified	The number of students who will reclassify will increase by 5 additional students.
Star Early Literacy	2023-24 results- The percentage of students who scored At or Above Benchmark: Kindergarten: English - 56% & Spanish- 45% Grade 1: English- 17% & Spanish - 38%	Kindergarten: Students will demonstrate growth and aim to increase by 10%, representing five students who move from nearly met to met and/or exceed their Star Early Literacy benchmark in English and Spanish. Grade 1: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Early Literacy benchmark in English and Spanish.
Star Reading	2023-24 results- The percentage of students who scored At or Above Benchmark: Grade 2: English - 9% & Spanish 44% Grade 3: English - 15% & Spanish 52% Grade 4:.English 17% & Spanish 51% Grade 5: English 30% & Spanish 50%	Grade 2: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Reading test. Grade 3: :Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Reading test. Grade 4::Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Reading test.

		Grade 5: :Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Reading test.
Star Math	2023-24 results- The percentage of students who scored At or Above Benchmark: Grade 1: English- 0% Grade 2: English - 13% Grade 3: English - 20% Grade 4:.English - 15% Grade 5: English - 14%	Grade 1: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Math test. Grade 2: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Math test. Grade 3: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Math test. Grade 4: . Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Math test. Grade 5: Students will demonstrate growth and aim to increase by 10%, representing seven who move from nearly met to met and/or exceed their Star Math test.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Time will be provided for grade-level collaboration for at least one hour weekly in Professional Learning Communities (PLC) f 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. Elm St. School will work with Orenda Education to better organize the grade-level teams to review formative and summative assessments to drive first instruction. PLC collaboration is also a critical component in gathering data for the Student Study Team process and providing intervention support. Teachers will develop interventions for students who need more support.	All Students	District Funded None Specified Colloboration Wednesdays

1.2	The principal will reinforce the appropriate time for all academic content at each grade level by monitoring daily classroom schedules and classroom visits. The principal also monitors Tier 1 instruction during classroom visits. The teachers, in collaboration with the principal, will continue implementing progress monitoring cycles. In the progress monitoring cycles, we use Educlimber to document our interventions and individual student progress which are reviewed during progress monitoring meetings with the principal. In the progress monitoring meetings, teachers and principals meet one-on-one to review student data and give interventions to determine next steps.	All Students	2,500.00 Title I 1000-1999: Certificated Personnel Salaries Subs for progress monitoring meetings District Funded 5800: Professional/Consulting Services And Operating Expenditures Educlimber Software
1.3	Transitional kindergarten and kindergarten will be provided with instructional support by hiring one paraeducator to augment and support teaching and learning. Transitional Kindergarten will have a 6-hour paraprofessional, and Kindergarten will have a 3-hour paraprofessional per class.	All Students	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 Instructional Assistant Benefits
1.4	In alignment with our Oxnard Empowers Strategic Plan 2.6.1and 4.6.1, Elm parents, students, and school staff submitted feedback and requested we offer piano classes as part of our educational offerings. These classes will allow students to develop various skills, including cognitive development, fine motor skills, discipline, emotional expression, stress relief, and social skills. By incorporating piano instruction into our curriculum, we aim to address our community's interests while fostering holistic development and enriching the educational experience for all students. Elm St. Elementary plans to hire a part-time teacher with another school and hire part-time classified staff to support the music instruction.	All Students	42,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 10,875.00 Prop 28 2000-2999: Classified Personnel Salaries Music Classified Support 28,481.00 Prop 28 3000-3999: Employee Benefits Certificated and Classified 7,405.00 Prop 28 4000-4999: Books And Supplies Music Supplies
1.5	Staff will continue implementing and monitoring Accelerated Reader (AR), MyOn, Epic, and Lexia programs for all students in grades K-5 to access nonfiction and fiction reading material. Lexia is an application focused on reading that provides lessons to support student learning, funded by the district, so that students can focus on skills they need to target based on the auto-placement test. A	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures AR contract District Funded

	greater emphasis will be placed on providing academic incentives to students so that they stay motivated to meet their AR and Lexia goals.		5800: Professional/Consulting Services And Operating Expenditures MyOn contract District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia Software 6,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Epic reading application for Spanish Books 1,000.00 LCFF 4000-4999: Books And Supplies Academic Incentives
1.6	Staff will implement district-adopted curriculum materials incorporated with the Biliteracy Unit Framework curriculum to support the CCSS for ELA/SLA/ ELD and mathematics. In Kindergarten through fifth grade, 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 our Special Education students receive CCSS support. During IEP meetings, accommodations and modifications are closely reviewed and adjusted so that our students receive what they need to be successful. All academic supplies needed will be provided to students from site funds.	All Students	25,000.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 14,520.00 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1.7	Elm St. School conducts Student Study Team Meetings, a team-oriented approach to assisting students with academic and behavioral concerns.	Socioeconomically Disadvantaged English Learners All Students	2,500.00 Title I 1000-1999: Certificated Personnel Salaries Teacher subs to support SST Meetings
1.8	Enrich the library with English and Spanish reading books, emphasizing completion of sets or series. We will also focus on enriching the Biliteracy Unit Framework curriculum and increasing the early reading of English and Spanish books in our kindergarten section.	All Students English Learners	3,000.00 Title I 4000-4999: Books And Supplies Spanish reading books 500.00 Title I 2000-2999: Classified Personnel Salaries Library Media Technician Extra Help 177.00 Title I 2000-2999: Classified Personnel Salaries Library Media Technician Extra Help Benefits

			5,000.00 Title III 4000-4999: Books And Supplies English Books to support ELs
1.9	District Technology Services Technician will maintain equipment and software for students and teachers to support student learning through technology. Elm's District Technology Services Technician provides Technology Training to families in the morning and late afternoon. The Technology Training empowers families on how to access completion of time on applications like ST Math and Lexia.	All Students	District Funded 2000-2999: Classified Personnel Salaries District Technology Services Technician Salary 3,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Repair/replacment of technology
1.10	Elm St. School purchases educational computer applications to enhance and enrich our adopted curriculum and MTSS strategies. A few included applications used but not limited to are: Epic reading, ESGI (Tk & K) intervention tracker, and BrainPOP.	All Students	10,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Software
1.11	Elm St School has an Instructional Support Provider (ISP) to provide small group reading intervention through Leveled Literacy Intervention (LLI).	All Students	27,156.00 Title I 1000-1999: Certificated Personnel Salaries Instructional Support Provider Salary 7,220.00 Title I 3000-3999: Employee Benefits Instructional Support Provider Benefits
1.12	General education teachers gather and share academic data and evidence of student growth during IEP meetings.	Students with Disabilities	3,000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher subs to support IEPs 673.59 LCFF 3000-3999: Employee Benefits Sub benefits
1.13	Elm Street School will host an Elm Carnival to celebrate students meeting their academic goals. Each grade level will set educational goals for Reading and Math to participate in the celebration. PTA will also support in the planning of the Carnival.	All Students	3,000.00 LCFF 5000-5999: Services And Other Operating Expenditures Contracts for Activities
1.14	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.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Academic Incentives

1.15	The Star Early Literacy, Reading, and Mathematics assessments will be administered at least 4 times a year to progress monitor students in order to make instructional decisions and modify instruction as necessary.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
1.16	Special Education students are being served by a full time Resource Specialist Teacher (RSP) and one who splits time equally between Elm and another site, two Special Education Paraeducators, 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-on-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.	Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Special Education staff salaries
1.17	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.	All Students	No additional cost
1.18	Tablets will used for academics in Language Arts, Mathematics, Science, Social Studies, and ELD by giving our students access to various academic applications. Academic applications like ST Math and Lexia allow students to work at their instructional level on specific academic skills. Tablets will also be embedded in lessons as an additional instructional tool.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures District 1:1 device initiative 1,000.00 LCFF 4000-4999: Books And Supplies Repair or replacement of student tablets as needed.
1.19	Elm St School is collaborating with Focus on the Masters (FOM) to increase art lessons in the classroom. FOM will offer a series of historical art lessons to 4th and 5th-grade students. Additionally, professional development of art lessons will be provided to the 1st through 3rd grade. The professional development will incorporate art lessons into our existing curriculum.	All Students	Donation 5800: Professional/Consulting Services And Operating Expenditures Funded by a Grant
1.20	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
1.21	Library Media Technician (LMT) to upkeep school library and promote reading to all students in TK-5th grade. In addition, the LMT will ensure all teachers and students have district adopted curriculum for instruction.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Library Media Technician

1.22	Copy machines, laminator and duplo will be maintained for instructional support use.	All Students	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
1.23	Enrichment activities such as field trips, workshops, assemblies, and additional classes will be based on state standards and support the Biliteracy Unit Frameworks in transitional kindergarten through fifth grade. Elm St. School students need to experience hands-on activities that will enrich and enhance the instructional program and create a positive and inclusive culture. PTA will also provide partial funds for transportation and entrance fees per grade level.	All Students Socioeconomically Disadvantaged	3,000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees for Fieldtrips 4,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation for field trips
1.24	Teachers and educational staff will participate in professional development opportunities offered by Oxnard School District. They will also be able to attend conferences to promote deeper understanding, uncover new learning, and reinforce existing best practices. Food and beverages will be provided for full-day professional development days.	All Students Socioeconomically Disadvantaged	3,000.00 Title I 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 Conferences 5,000 Title III 5800: Professional/Consulting Services And Operating Expenditures CABE or EL-related conferences
1.26	The Oxnard School District has funded a Biliteracy TOSA specifically for Elm St. School. The site TOSA, along with district Biliteracy TOSAs, will support the implementation of the BUFs and fidelity to the biliteracy program. They will be conducting professional development with our teachers through out the school year.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District Professional Development on the BUF District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA 3000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes 673.59 LCFF

			1000-1999: Certificated Personnel Salaries Substitute Benefits
1.29	Professional Development opportunities will be provided to all teachers in Language Arts, Mathematics, Technology, and Science to fully implement the curriculum. The math manager, science instructional specialist, history/social science specialist, biliteracy TOSA, and technology TOSA will support teachers in the classroom in implementing the full program. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be put in our focus to achieve our academic goals via Professional Development in Environmental and Life Science & Mathematics.	All Students	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 2,500.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Subs for teachers to attend Professional Development 273.00 LCFF - Intervention 3000-3999: Employee Benefits Sub Benefits
1.30	Orenda Education will provide customized professional development to the principal and the educational staff to support us in our areas of need.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.32	Teachers that are interested will be given the opportunity to provide tutoring before or after school. 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.	All Students	ELOP 1000-1999: Certificated Personnel Salaries Teacher Extra Time

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Elm St School will collaborate with Orenda Education to strengthen our PLC and Tier 1 instruction. We will meet at least once a week for an hour to review classroom summative or formative assessments. In addition, teachers will use our Star scores to focus on the academic challenges in our school community. The principal will also promote additional professional development needed to meet the individual focus areas per teacher.
The PLC process will also support our progress monitoring and intervention cycles. The teacher will be able to identify students struggling in Tier 1 instruction and provide the necessary interventions to begin progress monitoring cycles. After a couple of complete intervention cycles, the principal and teacher will work together to determine the next steps. Teachers have MTSS time allocated for intervention lessons in the classroom. Elm St School also hired an LLI and ISP teacher to support Tier 2 interventions in English Language Arts, which is the most significant area of focus. Our school will keep Oxnard EMPOWERS' strategic plan, including the student profile, at the forefront to ensure we meet the needs of the whole child's future success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Differences identified from the intended implementation in the school year 2023-2024, are that we could not offer an English Language Development Camp during Winter Break due to a lack of teachers available to work additional hours. Similarly, we could not hire a second ISP teacher to support our intervention program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we monitored our CAASPP and Star scores throughout the 2023-2024 school year, the district office has determined to offer additional support with Orenda Education, which will evaluate our school and develop personalized professional development for the principal and teachers. The professional development will focus on addressing the areas of improvement in our academic performance.

The Principal worked with the FOM program to find grants to increase art lessons in the classroom. Art in the Classroom will be offered to 5th and 4th grade classes. Elm St School is also waiting for approval of a second grant that will offer professional development art classes for 1st to 3rd grade teachers to incorporate into their BUFs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	In 23-24, the school Suspension Rate was less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	In 23-24, the school Attendance rate was 93% .	Work towards a minimum of 95% attendance rate.
Office Discipline Referals	In 23-24, Office Discipline Referrals were less than 1%.	Continue to maintain 1% or lower office referrals
Panorama Education	In 23-24, Emotional Regulation 46% Engagement 65% Growth Mindset 60% Self Management 60% Sense of Belonging 65% Social Awareness 62% Teacher-Student Relationships 72%	Work towards a 10% increase in each social emotional area

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school counselor, attendance technician, and outreach consultant (ORC) support students and families regarding attendance, community resources, and social and emotional needs. Attendance Technician and ORC will monitor student attendance. The attendance technician, ORC, and principal will conduct parent attendance meetings and home visits when needed. Home visits have been instrumental in ensuring our students attend school regularly by talking to the families about consistent attendance. The School Counselor and ORC are instrumental in providing mental health support and meeting the needs of our families that may be barriers to students' attendance.	All Students Homeless Socioeconomically Disadvantaged English Learners	District Funded 2000-2999: Classified Personnel Salaries Classified salary: Outreach Consultant District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: School Counselor District Funded 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician 250.00 Title III 2000-2999: Classified Personnel Salaries Outreach Specialist- OT
2.2	Implementation of academic incentive programs and trimester awards recognition to encourage academic excellence.	All Students	1,000.00 LCFF 4000-4999: Books And Supplies Academic Incentives
2.3	STOIC expectation assemblies and activities will be held to set and review expectations led by fifth-grade student leaders.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures STOIC Program 500.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.4	Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and STOIC. The PBIS Committee will meet monthly with the Leadership Team to discuss the next steps for campus-wide implementation and teacher requests for behavior support. Campus Assistant meetings will be held to review behavior or/and needed support.	All Students	1,000 LCFF - Intervention 2000-2999: Classified Personnel Salaries Campus Assistant Extra Time 373.53 LCFF - Intervention 3000-3999: Employee Benefits Campus Assistant Benefits
2.5	School Counselor and ORC to coordinate and provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week and	All Students	1,000.00 LCFF 4000-4999: Books And Supplies

	Never give up, Encourage Others and Do Your Best via NED Assembly).		Red Ribbon Week Incentives School Counselor (see Goal 2.1) ORC (see Goal 2.1)
2.6	Review and update Comprehensive Safe School Plan (CSSP) annually with Safety Committee, Elm St. School Staff, SSC & ELAC.	All Students	
2.7	The School Counselor and Outreach Coordinator will support students and families in the early evening. We want to ensure that we can provide services to students once families get home from work and cannot be reached during normal school hours.	Socioeconomically Disadvantaged English Learners	500.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor OT 186.77 LCFF - Intervention 3000-3999: Employee Benefits Counselor OT Benefits
2.8	Share safety drill assessment results with staff and additionally with parents during ELAC & SSC meetings.	All Students	No additional cost
2.9	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.	All Students	School Counselor (see Goal 2.1)
2.10	School Counselors will work with individual classrooms to teach anti-bullying lessons, including but not limited to cyberbullying, healthy friendships, and racial bullying.	All Students	200.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.11	The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will review the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom. Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices in lowering suspension rates.	All Students	No additional cost
2.12	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 the state and ensure we are following safety procedures.	All Students	No additional cost

2.13	The school counselor converted a classroom into a Wellness Center. The counselor uses the Wellness Center to teach lessons, conduct community circles, drumming exercises, conduct social skills groups, and create a safe space for students. This a space where we store and distribute resources for our McKinney Vento students.	All Students Socioeconomically Disadvantaged Homeless	1000.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.16	Career and College Readiness Fair will be planned. Different community members in various careers are invited to present their careers, and students have hands-on experience in the field.	All Students	500.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.17	Employ 5 Campus Supervisors who will monitor students before school, ingress, recesses, lunches, dismissal, and egress.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
2.18	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. The referral process will be through teachers or MTSS via the Student Success Team (SST).	All Students	ORC (see Goal 2.1) School Counselor (see Goal 2.1)
2.19	Per active shooter training provided in the 2023-2024 school year, the recommendation is to keep classroom doors locked and closed. An extra measure of security is to wedge a chair under the door handle. We will be purchasing four-legged chairs because student chairs have wheels which do not support wedging under the door handles.	All Students	2,392.05 LCFF 4000-4999: Books And Supplies Chairs for the classroom
2.20	Students will be trained on Digital Citizenship and internet safety.	All Students	No additional cost
2.22	The School Counselor will support teachers and students to complete the surveys related to socail emotional well-being and school climate. Students will participate in the Panorama Survey (Tk to Fifth Grade). Families will participate in the California School Parent Survey (EL Needs Assessment), and the staff will participate in California School Staff Survey for additional data collection related to social-emotional health.	All Students	School Counselor (see Goal 2.1)
2.26	Teachers will implement Community Circles at least once a week to address the social emotional needs of our students. Community Circles are a positive outlet for students to share their feelings.	All Students	No additional cost.
2.27	The School Counselor and the ORC will advise the Student Leaders group 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.	All Students	ORC (see Goal 2.1) School Counselor (see Goal 2.1)

2.28	The PBIS/MTSS committee will meet monthly, or as often as needed, to address the needs of 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 the School Counselor and the District Behavior Team.	All Students	ORC (see Goal 2.1) School Counselor (see Goal 2.1) District Funded 1000-1999: Certificated Personnel Salaries District Behavior Specialist Team 3,448.64 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Time 449.06 LCFF - Intervention 3000-3999: Employee Benefits Teacher Extra Time Benefits
2.30	All staff working directly with students with special needs will receive NCPI training.	Students with Disabilities	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development
2.36			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

An emphasis has been put on our students' social-emotional well-being due to stressors inside and outside the school. Elm St. School regularly implements Community Circles into the classroom to address all our students' social and emotional needs. Community Circles create a safe space for the students to get to know each other and address students' emotions, social dynamics, and school concerns. The counselor also has a Wellness Center, a safe space for students to meet with the school counselor. Activities that meet the socio-emotional needs are conducted in whole class, small groups, or one-on-one in the Wellness Center. Another area of focus is creating a calming space in the classroom guided by the teacher and supported by the counselor. This will help decrease the amount of behavioral episodes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to our counselor's long-term emergency absence and no coverage available, we did not host many of the social-emotional all-school events this school year. We focused our resources on the school's needs by analyzing the data in Panorama and determining any individual needs through SST meetings.

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 Elm St. School, the PBIS team has gained momentum while working with Safe and Civil coaches to create a more inclusive and collaborative campus. Additionally, we increased social-emotional learning assemblies and activities for our students. Elm St. School aims to increase the Panorama categories by 10%.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events-based on sign-in sheets.	2023-2024 Data: 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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The principal and ORC will update the Home-School Compact and Parental Involvement Policy and share documents with all parent committees and the school community.	All Students	No additional cost
3.2	Elms St. School will provide parent workshops for our focusing on parent engagement, understanding homework assignments, bilingual education, social-	All Students English Learners	6,000.00 Title III

	emotional education, and college and career readiness.		5000-5999: Services And Other Operating Expenditures Purchase Parent Engagement Workshops
3.3	School Site Council (SSC) and English Language Advisory Committee (ELAC) Parent Members will be invited to attend conferences and on-site parent engagement opportunities to build parent awareness and knowledge to become fully engaged in their child's school and education and develop greater leadership skills as community leaders. Families that attended conferences will present information gained to other families during designated SSC & ELAC meetings. Events to which ELAC families will be invited include, but are not limited to, the Ventura County California Association of Bilingual Education (CABE) conference in the Fall, the Spring CABE Conference held in Anaheim in Spring 2024, and ELAC workshops.	English Learners Socioeconomically Disadvantaged All Students	10,000.00 Title III 5000-5999: Services And Other Operating Expenditures Hotel, Transportation & Food Expenditures 841.00 Title I 5000-5999: Services And Other Operating Expenditures Hotel, Transportation & Food Expenditure
3.4	The 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.	All Students	Counselor (see Goal 2.1)
3.5	Reading Parent Nights will be offered for our EL families. Parents will learn strategies to support their child's literacy. The staff will have library nights, where the focus will be on making reading time fun for students. Local authors will be invited to present to our students and parents.	English Learners	3,231.00 Title III 5800: Professional/Consulting Services And Operating Expenditures Author Workshops 1,000 LCFF 4000-4999: Books And Supplies Materials and Supplies
3.6	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.	All Students	No additional cost
3.7	The School Counselor and the ORC will present A-G parent education information, along with the "Leading Hands" program on STEM activities for families and students.	All Students	ORC (see Goal 2.1) Counselor (see Goal 2.1)
3.8	Provide refreshments and supplies for ELAC and Coffee with the Principal and supplies for SSC.	English Learners All Students	500.00 Title III 4000-4999: Books And Supplies Refreshments 500.00 LCFF 4000-4999: Books And Supplies Materials for presentations

3.9	Family involvement and opportunities to provide input will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings.	All Students English Learners	No additional cost
3.10	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 Unit Frameworks and Common Core State Standards.	All Students	No additional cost
3.11	The kindergarten and transitional kindergarten (TK) team and support staff will conduct an orientation for all incoming TK and kindergarten students and their families. The orientation will include a tour of our school site and an introduction to the TK and Kindergarten program.	All Students	100.00 LCFF 4000-4999: Books And Supplies Materials and supplies
3.12	Elm St. School uses the Parent Square system for group phone messages and text message notices. The school marquee, school website, and Class Dojo are regularly used for school notifications to communicate with Elm St. School families. School social media is used to keep parents informed of the daily activities and to capture pictures of events.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract
3.13	Translators are made available for Back to School Night, Open House, parent-teacher conferences or any parent meeting. Translation will include Spanish and Mixteco Interpretations.	English Learners	500.00 Title III 2000-2999: Classified Personnel Salaries Classified salaries District Funded 2000-2999: Classified Personnel Salaries Mixteco/Zapoteco translator
3.14	Childcare/Babysitting is made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.	English Learners All Students	500.00 LCFF 2000-2999: Classified Personnel Salaries Classified Salaries 1,000.00 Title III 2000-2999: Classified Personnel Salaries Classified Salaries 186.77 LCFF 3000-3999: Employee Benefits Classified Benefits
3.16	Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.	English Learners	No additional cost
3.17	Parents will be encouraged to attend IEP meetings and participate in the IEP process for students with special education needs.	Students with Disabilities	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
3.18	Parents will be encouraged to attend and participate in MTSS/Student Success Team (SST) meetings to discuss strategies to support students' academic, speech & language, and social-emotional needs.	All Students	2,500.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher 571.00 LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits
3.19	After-school program Parent Nights will be offered to provide parents with information and presentations about the students' activities and the new skills they learned in the after school program.	Socioeconomically Disadvantaged All Students English Learners	ELOP
3.20	Parents will be invited to attend ELD Reclassification meetings in the Fall and Spring. At the end of the school year, student success will be celebrated in a Reclassification Ceremony.	English Learners	1,000.00 Title III 4000-4999: Books And Supplies Refreshments
3.24	Mail, through the postal service, is sent home to families to increase communication, and increase student engagement.	All Students	100.00 LCFF 5900: Communications Postage
3.30			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Families will be welcomed and offered meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Based on the Parent Survey, we have been meeting the needs by implementing strategies and activities. We will continue working with our community to implement and meet its needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the school year 2023 - 2024, parents nor teachers were interested in attending the CABE conference.

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.

Elm St. School will continue promoting the CABE conference to teachers and families. Additionally, we will increase the number of parent development courses and parent and child engagement activities. Elm St. staff will offer ST Math and Literacy information nights to help parents support their students. We will be reaching out to community organizations

and programs to bring in informative and engaging presentations, such as local authors, Oxnard College, CSU Channel Islands, Public Health, and On a Mission, to name a few.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$83, 375.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$279,532.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
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	Allocation ($)
LCFF	$81,645.00
LCFF - Intervention	$25,751.00
Prop 28	$88,761.00

Subtotal of state or local funds included for this school: $196,157.00

Total of federal, state, and/or local funds for this school: $279,532.00

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	81,645.00	0.00
LCFF - Intervention	25,751.00	0.00
Prop 28	88,761.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	81,645.00
LCFF - Intervention	25,751.00
Prop 28	88,761.00
Title I	50,894.00
Title III	32,481.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	93,420.23
2000-2999: Classified Personnel Salaries	15,302.00
3000-3999: Employee Benefits	38,020.72
4000-4999: Books And Supplies	67,617.05
5000-5999: Services And Other Operating Expenditures	46,841.00
5800: Professional/Consulting Services And Operating Expenditures	18,231.00
5900: Communications	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	10,315.59
2000-2999: Classified Personnel Salaries	LCFF	1,000.00
3000-3999: Employee Benefits	LCFF	1,037.36
4000-4999: Books And Supplies	LCFF	36,192.05
5000-5999: Services And Other Operating Expenditures	LCFF	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
5900: Communications	LCFF	100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,948.64
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
3000-3999: Employee Benefits	LCFF - Intervention	1,282.36
4000-4999: Books And Supplies	LCFF - Intervention	14,520.00
1000-1999: Certificated Personnel Salaries	Prop 28	42,000.00
2000-2999: Classified Personnel Salaries	Prop 28	10,875.00
3000-3999: Employee Benefits	Prop 28	28,481.00
4000-4999: Books And Supplies	Prop 28	7,405.00
1000-1999: Certificated Personnel Salaries	Title I	32,156.00
2000-2999: Classified Personnel Salaries	Title I	677.00
3000-3999: Employee Benefits	Title I	7,220.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	841.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title III	1,750.00
4000-4999: Books And Supplies	Title III	6,500.00

5000-5999: Services And Other Operating Expenditures	Title III	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	8,231.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,131.18
Goal 2	12,800.05
Goal 3	31,600.77

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
Christina Fernandez	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
	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 24, 2024.

Attested:

Principal, Maria Christina Fernandez on May 24, 2024

SSC Chairperson, Mirna Rojas on May 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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
Karla Nedey	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 24 2023.

Attested:

Principal, Maria Christina Fernandez on May 24, 2024

SSC Chairperson, Mirna Rojas on May 24, 2024

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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	May 20, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Robert J. Frank Academy of Marine Science and Engineering for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
R.J. Frank Academy is in ATSI status due to the achievement level of our English Learner student group in both ELA

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Robert J. Frank Academy of Marine Science and Engineering for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

R.J. Frank Academy is in ATSI status due to the achievement level of our English Learner student group in both ELA

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 is 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. As outlined in our District Strategic Plan, RJ Frank envisions a learning environment that cultivate 21st-century multilingual learning that fosters high intellectual performance. The 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 2024-2025 school year, RJ Frank has been identified for Additional Targeted Support and Improvement (ATSI) for one specific student group: English Learners. Our focus combined with the aforementioned above is to embrace those pedagogical practices and evidence-based strategies to support this identified group in the areas of English Language Arts and Mathematics, as well as with suspension rate to show rates of improvement in each category.

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 continues to grow each 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 goal is to create and grow family and community alliances focused strategically on their collaborative leadership role in schools. These alliances include: our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC). In coordination with our Outreach Coordinator, these alliances 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.

Educational Partner Involvement

How, when, and with whom did Robert J. Frank Academy of Marine Science and Engineering 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, school staff, 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 (2024-2025). For example, our SSC made suggestions about sending a survey to all families and educational partners regarding Prop 28 funding and how to ensure we make the best decision for our students. As a result, over 55 parents and 65 staff gave input about Prop 28. Our ELAC committee gave input and ideas regarding our English Learners and requested another ELPAC Bootcamp. Parents in 6th grade ELD classes were invited to write letters of encouragement for their students prior to the test that they could read in class as this was something suggested by one of our parent committees to get everyone more involved in academics at school. As a result of meetings and input from educational partners including School Site Council (SSC), changes were made to address areas of need, such as Social-Emotional trends and learning, behavioral concerns (including how to keep the campus clean and safe), 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 especially with acknowledgement with awards, assemblies, and other activities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There was a disparity in staffing and how time was able to be allocated. With an additional administrator, the desire was to focus more in the classroom on first instruction, but due to meetings, discipline, and office needs, this did not happen as often as needed. Refinements to systems both at a site level and inside the classroom need to happen to ensure that adequate time is dedicated to address the academic concerns as noted in our data from the California Dashboard; mainly the low ELA and Math scores. On a site level, there were some hold ups with outside vendors and the process to get them on site was time consuming so it was not pursued to the level it needed to be in order to get individuals on campus to address academic deficiencies. The CA dashboard indicator shows a need to improve with ELA, Math and suspension rate for students that are English Learners. This year, we plan to revamp the way in which we collaborate, the use of high-quality Tuesday meetings and pushing more resources to support the work of Professional Learning Communities and learning targets. This includes looking at outside consult to support the work and dedicated time for teacher collaboration or “power planning days” needed to further the work in our cycles of inquiry. 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. This year we added a new mental health clinician to support with Tier 3 Interventions for students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The areas in the Dashboard that our school is focusing on is yes, performance, but mainly looking at the improvement metrics. The areas we identified as a staff that need support are ELA, especially with English Learners and Students with Disabilities, and Math with all groups of students. Our absenteeism rate continues to decrease and is still in the orange for improvement, but is in the yellow for actual performance. The suspension rate, besides ELA and Math, is the other area of concern that is consistently in the red for various groups of student on campus. Though the number decreased this past year, we still need to bring down the percentage of students that are adversely affected by suspension. To

address these areas of concerns, in Math and ELA – we are revamping and reinvesting in our work with first instruction and professional learning communities this school year. We are working on having a guaranteed and viable curriculum by the end of 2025 and this will help greatly with the Dashboard as we will be able to identify specific learning targets, collaborate on best practice, and delivery timely intervention. This year we utilized Title 1 funding to help support an online program to allow for administrators to provide more timely and immediate feedback with classroom observation to ensure there is constant communication and focus on first instruction and learning outcomes. For suspension rates, we identified the areas and times that the instances are occurring and have changed the supervision schedule and areas. We also have provided more assemblies, community time in class, and lessons during Advisory to address the specific behaviors that cause suspensions, namely fighting and vaping.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The discrepancy between the all student group and specific student groups does not vary and all are below where we need them to be. Overall, we need to improve our Math and ELA scores. Though they are the same on the Dashboard, English Learners are a priority as they have not made fair progress and improvements this past year on the Dashboard. Specific steps, not mentioned in the area above, would be ensuring there are scaffolds and supports put in place to help with language acquisition, more targeted lessons in English Language Development regarding reading fluency, reading comprehension, and writing. For suspension rate, this year we are going to hold more preventative and pro-active meetings with students to both outline expectations, define actions and consequences, as well as communicate more with families regarding concerns.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Through Panorama data, we identified that the sense of belonging and connection to school was low last year. This year we have identified ways to incorporate more team building and school culture activities this year. The steps we took were to plan them prior to the start of the school year, hold more continuous events for students and staff to interact in non-academic settings such as lunch time sports, competitions, and games. We also built more consistent lessons addressing negative influences such as social media, racism, and how to address concerns on campus. This will help create a stronger school community where everyone is accepted and belongs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert J. Frank Academy of Marine Science and Engineering. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.27%	0.29%	0.19%	3	3	2
Asian	1.91%	1.25%	1.16%	21	13	12
Filipino	1.18%	1.82%	1.73%	13	19	18
Hispanic/Latino	94.56%	93.1%	93.26%	1042	972	968
Pacific Islander	%	0.1%	0.10%		1	1
White	1.63%	3.07%	3.08%	18	32	32
Multiple/No Response	0.45%	0.38%	0.48%	5	4	5
			Total Enrollment	1102	1044	1038

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	Engineering	Engineering	
Grade 6			344
Grade 7	343	334	347
Grade 8	362	355	347
Total Enrollment			1,038

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. One area that does not show up on student enrollment charts, but is a recent trend in our school demographics is the increase in students identified as Newcomers to our school, area, and country. Our program has increased from roughly 50+ students in 22-23 to more than 90+ students this past year. We anticipate these numbers will continue to remain high, therefore it requires intentional planning and a very specific plan to address their needs. These include social-emotional help, cultural adjustment and learning to the American school system, basic need support at home, and parental guidance in navigating the school system and expectations.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	331	328	373	31.50%	#DIV/0!	35.9%
Fluent English Proficient (FEP)	513	459	426	45.70%	#DIV/0!	41.0%
Reclassified Fluent English Proficient (RFEP)				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 2023-2024, 102 students met the criteria to reclassify based on previous scores on the ELPAC test or through their individual education plan (IEP). 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. Scaffolds are needed in academic classes so students can appropriately access the curriculum and engage in the grade-level learning outcomes or standards.

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	316	144	46%	99	31%	61	19%	12	4%	Level 1	997
Grade 7	245	167	68%	39	16%	35	14%	4	2%	Level 1	967
Grade 8	261	128	49%	73	28%	51	20%	9	3%	Level 1	1013

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 26% for 6th grade, 33% for 7th grade, and 32% for 8th Grade. Most of the grades remained fairly similar with percentages from the Fall to the Spring windows in the 2023-2024 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, they 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 2024-2025 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	304	161	53%	93	31%	34	11%	16	5%	Level 1	1028
Grade 7	326	193	59%	76	23%	34	10%	23	7%	Level 1	1030
Grade 8	56	54	96%	0	0%	1	2%	1	2%	Level 1	940

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 18% for 6th grade, 16% for 7th grade, and 12% for 8th Grade. For Math, the data shows a slight improvement from the beginning of last year to the end. 6th and 7th grade had slight decreases in the percentages that are at or above benchmark, but 8th grade showed a small increase, which is a win considering 8th grade Math was a focus area this past year. Frank was still behind in our goals and outcomes we set from last year. Our student group identified in ATSI is English Language learners. They are a concern as they are 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 2024-2025 school year, our Math team will continue with the pacing guide in Desmos to help teach grade-level standards and capitalize on a year of familiarity with the curriculum. One of the biggest changes we have this year is we are utilizing the achievement level descriptors to help formulate learning outcomes and rubrics for Common Formative Assessments (CFAs). 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		351	336		334	319		333	315		95.2	94.9
Grade 7		359	348		344	332		344	331		95.8	95.4
Grade 8		386	353		383	342		382	341		99.2	96.9
All Grades		1096	1037		1061	993		1059	987		96.8	95.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2478.		6.91	6.98		23.12	25.08		27.03	26.35		42.94	41.59
Grade 7		2490.	2503.		7.56	12.39		21.22	22.05		26.45	26.59		44.77	38.97
Grade 8		2505.	2493.		6.28	5.87		26.18	19.35		25.65	27.57		41.88	47.21
All Grades	N/A	N/A	N/A		6.89	8.41		23.61	22.09		26.35	26.85		43.15	42.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	9.84		50.45	47.62		42.04	42.54
Grade 7		7.60	8.81		56.14	58.36		36.26	32.83
Grade 8		9.71	6.74		53.54	49.85		36.75	43.40
All Grades		8.33	8.43		53.41	51.98		38.26	39.59

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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	7.03		50.75	52.72		42.94	40.26
Grade 7		13.16	17.33		45.03	40.73		41.81	41.95
Grade 8		8.66	5.88		46.19	45.59		45.14	48.53
All Grades		9.38	10.08		47.25	46.23		43.37	43.69

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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	7.62		70.27	73.33		20.12	19.05
Grade 7		4.36	9.42		69.19	68.39		26.45	22.19
Grade 8		8.12	5.28		68.06	73.61		23.82	21.11
All Grades		7.37	7.41		69.12	71.78		23.51	20.81

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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	13.33		59.76	60.00		26.43	26.67
Grade 7		12.50	14.85		58.43	61.21		29.07	23.94
Grade 8		13.09	11.73		69.11	63.34		17.80	24.93
All Grades		13.13	13.29		62.70	61.56		24.17	25.15

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Conclusions based on this data:

CAASPP scores from 2023-2024 were utilized and compared to the scores from 2022-2023 school year. For the 2023-2024 school year, our test scores for our 6th grade students showed that 36% of the students met or exceeded the standards. That was a 5% increase from the 22-23 school year, but fell short of our goal of 45% that met or exceeded. 36% of our 7th grade students met or exceeded the standards. This was a 2% increase from the 22-23 school year and fell short of our goal of 45% in the met or exceeded category. 36% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 11% increase from the 22-23 school year, but fell short of our intended goal of 45% of our students in the met or exceeded standard.

Looking further into the data though, 62% of our students did increase toward the standard, by a minimum of 3 points, or they met the standard, which shows that though not all are at grade level, they are getting closer and increasing in their knowledge and understanding of the standards. This data indicates that overall there was growth in all grade levels in English Language Arts, though there is still significant work to be done in the category of Language Arts proficiency and standards to reach our goal of at least 45% of our students at or above grade level. 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 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 there are specific learning targets for each grade that all students need to master. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		351	336		334	326		334	324		95.2	97.0
Grade 7		359	348		342	338		342	338		95.3	97.1
Grade 8		386	353		383	333		381	332		99.2	94.3
All Grades		1096	1037		1059	997		1057	994		96.6	96.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2453.		3.59	8.02		11.08	9.88		32.93	27.47		52.40	54.63
Grade 7		2441.	2454.		2.63	4.44		7.31	8.88		21.93	25.74		68.13	60.95
Grade 8		2465.	2445.		3.67	3.01		10.50	5.42		21.26	19.28		64.57	72.29
All Grades	N/A	N/A	N/A		3.31	5.13		9.65	8.05		25.17	24.14		61.87	62.68

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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	6.85		41.32	36.14		57.19	57.01
Grade 7		3.22	4.44		32.46	36.39		64.33	59.17
Grade 8		4.20	3.32		40.68	32.02		55.12	64.65
All Grades		3.03	4.85		38.22	34.85		58.75	60.30

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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	8.33		48.20	39.51		48.20	52.16
Grade 7		2.05	2.96		49.71	47.04		48.25	50.00
Grade 8		5.51	3.61		46.98	40.66		47.51	55.72
All Grades		3.78	4.93		48.25	42.45		47.97	52.62

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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	6.79		58.98	55.25		35.63	37.96
Grade 7		2.92	6.51		54.09	55.33		42.98	38.17
Grade 8		3.94	3.01		52.76	48.80		43.31	48.19
All Grades		4.07	5.43		55.16	53.12		40.78	41.45

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Conclusions based on this data:

CAASPP scores from the 2023-2024 were utilized and compared to 2022-2023 CAASPP test iscores. For the 2023-2024 school year, our test scores for our 6th grade students showed that 24% of the students met or exceeded the standards. That was a 7% increase from the 22-23 school year. It fell short of our goal of 30% that met or exceeded the standards. 17% of our 7th grade students met or exceeded the standards. This was a 4% increase from the 22-23 school year, but fell short of our goal of 30% in the met or exceeded category. 15% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 7% increase from the 22-23 school year, but short of our intended goal of 25% of our students in the met or exceeded standard category.

Math is the greatest area of concern according to the data. However, we did see increases across all grade levels this past year. There is still a lot of progress to make as roughly only 3 in 10 students are on grade level in 6th grade, but that number decreases with each passing grade. This indicates the need to review and analyze the Common Core State Standards and the importance of first instruction. Our Math team has been utilizing Priority Standards to identify student learning targets and have created common formative assessments to match the standards being addressed

and utilized mathematical practices in the classroom. One area for growth this next year is utilizing with fidelity the Achievement Level Descriptors (ALD) for CAASPP as they identify within each standard what students can and cannot do, which helps identify mastery. 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 instruction 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1518.8	1482.0	1486.3	1506.7	1501.6	1515.2	1530.6	126	110	117
7	1493.9	1512.5	1510.2	1480.7	1495.5	1499.9	1506.6	1529.1	1519.9	111	120	101
8	1507.0	1518.2	1527.9	1498.6	1503.6	1516.6	1514.9	1532.4	1538.7	114	108	111
All Grades										351	338	329

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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	20.51	30.89	34.55	49.57	35.77	21.82	7.69	28.46	30.00	22.22	123	110	117
7	8.41	10.08	27.00	22.43	36.97	21.00	29.91	28.57	19.00	39.25	24.37	33.00	107	119	100
8	11.61	8.33	24.32	23.21	37.04	32.43	26.79	25.00	10.81	38.39	29.63	32.43	112	108	111
All Grades	8.19	10.68	23.78	25.73	36.20	35.06	30.99	25.22	12.20	35.09	27.89	28.96	342	337	328

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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	45.30	31.71	34.55	29.06	27.64	8.18	3.42	21.95	29.09	22.22	123	110	117
7	15.89	13.45	34.00	29.91	46.22	23.00	19.63	15.13	9.00	34.58	25.21	34.00	107	119	100
8	18.75	15.74	32.43	32.14	41.67	30.63	16.07	14.81	5.41	33.04	27.78	31.53	112	108	111
All Grades	17.84	18.99	37.50	31.29	40.95	27.74	21.35	12.76	5.79	29.53	27.30	28.96	342	337	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	9.40	13.01	20.91	40.17	33.33	40.91	25.64	50.41	33.64	24.79	123	110	117
7	2.80	11.76	12.00	14.02	15.97	21.00	36.45	38.66	30.00	46.73	33.61	37.00	107	119	100
8	7.14	6.48	10.81	14.29	25.00	33.33	31.25	36.11	21.62	47.32	32.41	34.23	112	108	111
All Grades	4.39	7.72	10.67	13.74	20.47	32.01	33.63	38.58	25.61	48.25	33.23	31.71	342	337	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.53	54.47	60.00	64.96	36.59	30.91	20.51	123	110	117
7	10.48	5.04	15.00	49.52	64.71	50.00	40.00	30.25	35.00	105	119	100
8	14.41	9.26	15.32	46.85	63.89	52.25	38.74	26.85	32.43	111	108	111
All Grades	11.21	7.72	14.94	50.44	62.91	56.10	38.35	29.38	28.96	339	337	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	56.41	37.82	28.70	22.22	21.85	26.85	21.37	119	108	117
7	32.38	42.24	42.00	35.24	35.34	23.00	32.38	22.41	35.00	105	116	100
8	41.82	33.96	53.15	26.36	36.79	16.22	31.82	29.25	30.63	110	106	111
All Grades	38.32	40.30	50.91	33.23	33.64	20.43	28.44	26.06	28.66	334	330	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.26	24.39	31.82	49.57	71.54	60.91	40.17	123	110	117
7	5.61	13.45	13.00	26.17	36.13	34.00	68.22	50.42	53.00	107	119	100
8	16.96	13.89	17.12	14.29	31.48	36.94	68.75	54.63	45.95	112	108	111
All Grades	8.77	11.57	13.41	21.64	33.23	40.55	69.59	55.19	46.04	342	337	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.04	80.49	66.36	45.30	15.45	21.82	19.66	123	110	117
7	3.77	9.24	15.00	66.98	78.15	55.00	29.25	12.61	30.00	106	119	100
8	0.90	1.85	15.32	67.57	78.70	56.76	31.53	19.44	27.93	111	108	111
All Grades	2.94	7.72	22.26	72.06	74.48	52.13	25.00	17.80	25.61	340	337	328

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

For English Learners, we increased our student reclassification percentage and total number of students from the previous year (71 students vs 102 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 28% of our student population. This includes our Newcomer Academy (103 students throughout the year), who are all identified as English Learners and students that have been in the United States for less than two years. 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 services may not look exactly the same as other students as there is a large component to support foundational language acquisition skills. Non-Newcomer English Language Learners makes up 20.5% of our total student population. This is a decrease by about 3% for this school year versus the 2022-2023 school year, meaning each year we are making improvements in that not as many students are identified as English Language Learners. We have seen this consistent improvement (decline in ELs) for multiple years now. None the less, about 62% of our students are either current English Learners or reclassified as fluent English proficient (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help over roughly two-thirds of our student population access curriculum and engage in high level learning. Our Newcomer Academy works 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. The data from the ELPAC 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. One practice we will continue with is utilizing ELPAC data to target our instruction to better meet the students' needs.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1044	**91.2**	**31.4**	**0.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	328	31.4
Foster Youth	2	0.2
Homeless	157	15
Socioeconomically Disadvantaged	952	91.2
Students with Disabilities	200	19.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
Asian	13	1.2
Filipino	19	1.8
Hispanic	972	93.1
Two or More Races	4	0.4
Pacific Islander	1	0.1
White	32	3.1

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 2023-2024. 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 groups we will focus 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

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

1. Math, ELA and Suspension rates are areas of concern and have been for two years now. For English Learners, the biggest area of concern is with suspension rate as we were at 17.7% and in the very high category. This is not good, as it increased from the previous year. A positive is we did have significant growth for English Learner Progress this past year as 60.5% made progress which included 102 students reclassifying this past year due to the work they put in with the ELPAC. Academically, with their EL progress, they made growth. We still need to support them more academically and with behavior. Specifically we looked at our Newcomer Academy, as they are English

Learners and accounted for a significant amount of suspensions from 2023. Our rate for the 23-24 school year has dropped, but still in the high category, but we do expect to decrease our suspension rate by more than 3%. 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 -152.7 points below the distance from met, which was a positive increase from being at 160 points from the standard the year prior. In order to show growth in the Dashboard, as these are areas identified as part of our ATSI program, for English Learners, we need to improve in various categories. For suspensions, we want to decline by at least 2% to show progress. For ELA and Math, we want to increase, or be 3 points closer to the Distance from Met, than the previous year. A greater emphasis is needed to focus on learning targets and outcomes, so we can guarantee that each student will learn with regard to Math and ELA. In Math, there needs to be a greater emphasis on learning targets and outcomes developed through the use of achievement level descriptors. In ELA, we recognize that we need more writing in the classroom and work with grade level comprehension questions.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
56.8 points below standard	93 points below standard	1 Student
Maintained -2.1 points	Decreased -9.6 points	
985 Students	537 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
102.9 points below standard	65.3 points below standard	131.6 points below standard
Increased +10.3 points	Decreased -4 points	Maintained +2.3 points
143 Students	895 Students	203 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	9.2 points above standard Increased Significantly +35.2 points 13 Students	27.8 points above standard Increased +12.1 points 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 60.6 points below standard Decreased -3.9 points 914 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	33.6 points below standard Decreased -11.6 points 32 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
129.6 points below standard Decreased -7.1 points 262 Students	58.2 points below standard Decreased -6.2 points 275 Students	27.6 points below standard Maintained -1.5 points 251 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 2022-2023 school year, with the exception of 8th grade. We saw a steep decline as compared to previous years. The larger concern is regarding our English Learner and Students with Disabilities student populations as they were all in the very low category and the Distance from Standard is significant. Both their progress and performance according to the Dashboard indicates they did not improve, but regressed or maintained their current status. Our English Learners were -93 points away, but our Homeless and Students with Disabilities student groups were both over -102+ away from the standard. This shows that there are significant gaps in the standards and what our students are able to comprehend. For the 2024-2025 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. This will be monitored via the PDSA cycle and the implementation of professional learning communities (PLC). This needs to be an ongoing process in which our site works together collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. This includes continuous job-embedded learning for educators.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
111.9 points below standard	135.4 points below standard	1 Student
Maintained +0.3 points	Maintained -1.7 points	
959 Students	523 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
152.7 points below standard	119.7 points below standard	181.1 points below standard
Increased +12.1 points	Maintained -0.8 points	Maintained +1.1 points
143 Students	871 Students	200 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	4.5 points below standard Increased Significantly +35.8 points 13 Students	33 points below standard Increased +12.4 points 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 116.7 points below standard Maintained -1.6 points 889 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	83.8 points below standard Maintained -0.4 points 32 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.4 points below standard Maintained -0.3 points 257 Students	111.5 points below standard Maintained -2.2 points 274 Students	92.4 points below standard Maintained -1.2 points 245 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 2022-2023 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 -111 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. 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. Our Math team will continue with the pacing guide in Desmos to help teach grade-level standards and a year of familiarity with the curriculum as well as work on creating a guaranteed and viable curriculum throughout the year. One of the biggest changes we have this year is we are utilizing the achievement level descriptors to help formulate learning outcomes and rubrics for Common Formative Assessments (CFAs).

School and Student Performance Data

Academic Performance

English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
60.5% making progress towards English language proficiency
Number of EL Students: 271 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.

2023 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**
22	84	0	164

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 26% 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. As an example, this year, based on the needs and growth of the program, we added a 6th teacher to the Academy as we needed smaller learning groups for ELA and ELD classes. Overall our English Learner progress is high. Including the 6th graders for the 2023-2024 school year, we have about 93 students that scored a 4 on the ELPAC and most met the standards for reclassification in the 2023-2024 school year. This past year, 102 students reclassified. Not including the Newcomer Academy, only 5% of our ELs are still at a level 1. 121 students or 55% of our students made significant progress last 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	Less than 11 Students
9.7% Chronically Absent	8.9% Chronically Absent	2 Students
Declined -0.6	Increased 0.9	
1081 Students	418 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
10% Chronically Absent	10.2% Chronically Absent	17.8% Chronically Absent
Increased 1.1	Maintained 0.1	Declined -2
180 Students	988 Students	214 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	15.4% Chronically Absent Increased 5.9 13 Students	0% Chronically Absent Declined -15.4 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 9.8% Chronically Absent Maintained -0.3 1009 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	12.5% Chronically Absent Declined -9.7 32 Students

Conclusions based on this data:

Attendance continues to be in the medium category and a cause of concern, but based on the Dashboard data this past year, we made significant growth with regards to attendance, both in performance and improvement. We declined significantly from two years ago and overall all student groups are trending in a positive direction. Though our student group of students with disabilities is still very high, we did decline from two years ago. English learners, an identified group for ATSI is an area of concern because chronic absenteeism slightly increased so we need to closely monitor their progress and do everything we can to get them to school. Our Wellness Center continues to create a strong sense of belonging and give the students a safe space to connect with peers. Attendance groups run by our counselors were a success and we were able to identify areas of need such as social skills, anxiety and stress, and find ways to support students on how to adjust and cope. The data from 2022-2023 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, though we can still improve in our overall performance metrics with attendance. 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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
13.3% suspended at least one day	17.7% suspended at least one day	2 Students
Increased 1.8	Increased Significantly 5.3	
1100 Students	430 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Yellow
16% suspended at least one day	14% suspended at least one day	13% suspended at least one day
Declined -0.8	Increased 2.4	Declined Significantly -3
188 Students	1005 Students	215 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 13 Students	15.8% suspended at least one day Declined -7.3 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 13.5% suspended at least one day Increased 1.8 1025 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	8.6% suspended at least one day Increased 3.3 35 Students

Conclusions based on this data:

Discipline issues, specifically suspension, were a major concern from last year and increased slightly from the previous year's data. The number of students suspended overall was at 13%. Specific student groups were in the very high category for performance and require additional, targeted support for this school year. English Learners and Homeless were suspended at a higher rate than Hispanic, lower socioeconomic, and non-Hispanic student groups, but only by about 4%, so all groups are too high. One of our highest percentages was English Learners. The large majority of our suspensions were caused by physical harm, in the form of fighting. This year we want to intervene and do more consistent assemblies and lessons on bullying, conflict resolution, and social media drama to curb the amount of issues that arise on campus. We will continue with our social lessons, classroom lessons, and targeted groups with students that have previously been suspended to 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (23-24)	The percentage of students who Met or Exceeded the standard: 6th grade students: 36% 7th grade students: 36% 8th grade students: 36%	The number students scoring "Met Standard" or "Exceeded Standard" based on 2024-2025 CAASPP assessment data will increase by: 6th grade - 10% 7th grade - 10% 8th grade - 15%
CAASPP Math (23-24)	The percentage of students who Met or Exceeded the standard: 6th grade students: 24% 7th grade students: 17% 8th grade students: 15%	The number students scoring "Met Standard" or "Exceeded Standard" based on 2024-2025 CAASPP assessment data will increase by: 6th grade - 15% 7th grade - 15% 8th grade - 10%
Star Reading (Spring 2024)	The percentage of students who scored At or Above Benchmark: 6th grade students: 26% 7th grade students: 33% 8th grade students: 32%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Reading. The percentage of students who score At or Above Benchmark in Spring 2025 will increase by: 6th grade - 18% 7th grade - 15%

		8th grade - 15%
Star Math (Spring 2024)	The percentage of students who scored At or Above Benchmark: 6th grade students: 18% 7th grade students: 16% 8th grade students: 12%	Students will demonstrate growth by moving at least one or two levels across the different bands on Star Math. The percentage of students who score At or Above Benchmark in Spring 2025 will increase by: 6th grade - 15% 7th grade - 15% 8th grade - 10%
ELPAC/Reclassification	102 students reclassified for the 2023-2024 school year based on scores from 2022-2023 data.	The reclassification rate will increase by at least 25% based on 2023-2024 ELPAC data.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	3500 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
1.2	Extra time for counselors to support students with Academics and SEL.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries 5655 Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help
1.3	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).	English Learners	ASES 12137 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention 7602 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
1.4	Use of various Growth Celebrations (parades, field trips, incentives) for improvement in Star and CAASPP tests throughout the year to foster a growth mindset and continous academic progress	All Students	5000 LCFF 4000-4999: Books And Supplies

			Materials and Supplies 3000 LCFF 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations 3000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation
1.5	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contracts (Renaissance, Ellevation)
1.6	Progress monitoring in ELA and Math using LLI, ST Math, Lexia, MyOn, Star, AR, and curriculum-based assessments.	All Students	District Funded 4000-4999: Books And Supplies Curriculum District Funded 5800: Professional/Consulting Services And Operating Expenditures Supplemental programs (Lexia, STMath, LLI, myON, AR)
1.7	During effective collaborative meetings, 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 IABs and Star Data.	All Students	No additional cost - embedded in schedule 3000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Power Planning Days - Standards and Curriculum based
1.8	Provide daily designated English Language Development for English Learner students	English Learners	No addiitonal cost
1.9	Teachers will receive professional development for curriculum implementation. Content area teachers will receive professional development in Math, Science and Social Studies and English Language Development	All Students	3000 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

1.10	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star)
1.11	District EL TOSA (Teacher on Special Assignment) will work with ELD staff on strategies and differentiation for our LTEL students and implementation of EL Master Plan.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA
1.12	Teachers will attend conferences for professional development opportunities, site driven initiatives and the strand focus. Teachers will participate in student monitoring conferences.	All Students	3000 Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference 8000 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 3000 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Student Monitoring Conferences
1.13	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-going atmosphere on campus. Teachers and administration will participate in professional development.	Socioeconomically Disadvantaged All Students	8000 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
1.14	Technology online subscriptions, licenses and applications will be used to support state standards, intervention programs, enrichment activities and strand focus.	All Students	15000 Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela, EdPuzzle 3500 Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop for ELs
1.15	Provide after school clubs for students to participate in strand focus activities, enrichment, and sports through a robost ELOP program and site funding.	Socioeconomically Disadvantaged Foster Youth English Learners Students with Disabilities Homeless	3000 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
1.16	Teachers will analyze interim Assessment Blocks (IABs) through the CAASPP website to support ELA and Math standards.	All Students	No addiitonal cost
1.17	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.	English Learners	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 1500 Title III

			1000-1999: Certificated Personnel Salaries Teacher Extra Help - Progress Monitoring After School with R-FEP students and recently exited Newcomer Academy students
1.18	Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.	All Students	District Funded 4000-4999: Books And Supplies Curriculum
1.19	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.	English Learners	District Funded 2000-2999: Classified Personnel Salaries Two Bilingual Paraeducators for Program 1500 Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Collaboration and Progress Monitoring
1.20	Prop 28 - STEAM Lab - dedicated STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab to our school. The lab will focus on and foster critical thinking, problem-solving, and creativity, which are crucial skills for success in both academic and real-world settings and align with our District's Student Profile. The lab will also provide hands-on, experiential learning opportunities that engage students and make learning more meaningful and relevant to their lives. This aligns with our Academy focus at RJ Frank, which is Marine Science and Engineering.	All Students	93118 Prop 28 1000-1999: Certificated Personnel Salaries STEAM Lab Teacher 62500 Prop 28 2000-2999: Classified Personnel Salaries STEAM Lab Classified Personnel to Support 21899 Prop 28 4000-4999: Books And Supplies Materials and Supplies 10000 Prop 28 5000-5999: Services And Other Operating Expenditures Online Subscriptions, Licenses, Apps
1.21	Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.	All Students	District Funded 1000-1999: Certificated Personnel Salaries District TOSAs 1000 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
1.22	Maximize use of Promethean Board and iPads to support English Learners and Special Education students.	All Students	No additional cost
1.23	Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.	All Students	5500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines 18063 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 30000 LCFF 4000-4999: Books And Supplies Warehouse Charges 3000 LCFF 4000-4999: Books And Supplies Non-Captilized Equipment
1.24	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.	All Students	2500 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist 4000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conferences - CA League of Educators Conference 2000 LCFF

			1000-1999: Certificated Personnel Salaries Teacher Extra Help 2000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters
1.25	Incentives for attendance, academics and behavior to recognize student achievement and engagement.	All Students	6500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Academic Incentives
1.26	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 and support the curriculum.	Socioeconomically Disadvantaged	4500 Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips 1354 Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Newcomer and AVID Excel 2000 Title III 5000-5999: Services And Other Operating Expenditures Transportation - Field Trips - Newcomer and AVID Excel
1.27	Streamlined Classroom Walkthroughs and Personalized Coaching for Observation and Feedback, with easy-to-use mobile platform for school leaders to provide teachers with positive, actionable feedback.	All Students	5500 Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - DigiCoach
1.28	Special Education PE Basketball Celebration - Opportunity to highlight our Adaptive PE class, the goals they have been working on, and allow families to come see their progress.	Students with Disabilities	500 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.29	Transition to Middle School 6th grade event while in 5th grade. Bring incoming 6th graders to school for a tour and "get to know you event" with WEB Leaders. 6th grade Orientation in August to go more in-depth on what to expect in Middle School.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.30	Oxnard School District Professional Learning Summit - 2 days of Professional Development for teachers on Tier I instruction and support, both academically and social-emotionally.	All Students	District Funded 1000-1999: Certificated Personnel Salaries No Additional Cost
1.31	Utilize Library/Media Tech (LMT) to provide support for students in literacy through the use of books and media resources.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Library/Media Tech Salary

			500 LCFF 2000-2999: Classified Personnel Salaries Library Extra Hours
1.32	After school Academic Bootcamp in preparation for ELPAC testing.	English Learners	ASES 1000-1999: Certificated Personnel Salaries Teachers Extra Help - Academic support hours and practice for ELPAC (6 sessions) 4000 LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Academic Bootcamp for ELD 3000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation
1.33	Math Manager and district TOSAs (Ed. Tech, Science, Social Studies, and EL) will provide support to teachers through professional development throughout the year.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Professional Development
1.34	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.	All Students	3000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 2500 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies - PLC related books - Learning by Doing 15000 LCFF 5000-5999: Services And Other Operating Expenditures Services, Entrance Feeds, Operations - Consultant to work specifically on PLC
1.35	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.	Homeless Students with Disabilities Foster Youth	District Funded 1000-1999: Certificated Personnel Salaries Counselors and ORC - Frank Healthy Start Team
1.36	Attend High School Transition Field Trips for current 8th graders at designated schools in the Oxnard Union High School District. Includes High School counselors coming on campus to select	All Students	No additional cost

	classes with students and review High School expectations.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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. In collaboration with staff and based on input, our plan is focused on the following: 1) learning 2) a collaborative culture and collective responsibility and 3) results orientation. Based on 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 the previous year and a 2% increase from 2018-2019. This trend, unfortunately, shows stagnant growth for the overall percentage of students who are meeting grade level standards, especially with student groups identified as needing additional targeted support such as English Language Learners. Therefore, more focus is needed on using data to drive instruction and specific interventions to address learning gaps and help accelerate learning. This includes scaffolded and differentiated lessons throughout the year and data chats/progress monitoring conferences with students. Learning targets and outcomes 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 as 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. Our goal for the end of 2024-2025 is to establish a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.

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 and the ability for students to see that high achievement is possible. The use of achievement level descriptors identified in CAASPP will allow us to create rubrics and learning outcomes that are centered on mastery of specific concepts. 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 a growth mindset is particularly evident in the data and observations with English Language learners and Students With Disabilities student groups from this past year. One focus this next year, is to utilize the achievement level descriptors to identify specific learning outcomes and student mastery concepts for each grade and unit. Mastery will be scored and based on the descriptions described in the achievement level descriptors to ensure our practice align wit CCSS and CAASPP.

For English Learners, we increased our student reclassification percentage by almost 44% from the previous year (71 students vs 102 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.

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 for the 2023-2024 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 for the second year in a row.

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. Other changes include a re-focus and commitment to high quality collaborative meetings and the concepts of PLCs. Strategy 34 addresses the need to work specifically on PLCs with an outside consultant. Strategy 27 includes the need to provide timely and actionable feedback to teachers. Strategy 4 is new with an emphasis on using various growth celebrations such as incentives and parades to acknowledge improvements in Star and CAASPP testing throughout 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. 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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (23-24)	7% of students were suspended.	The suspension rate will decrease by 3%
Discipline Referral Totals (23-24)	There were 524 discipline referrals (inclusive of classroom referrals). Per grade level, the overall discipline incidents were as follows: 6th - 81 7th - 197 8th - 246	The overall number of discipline incidents will drop by 10% or more. Per grade level, discipline incidents will drop by the following percentages: 6th - 5% 7th - 10% 8th - 20%
Panorama SEL Survey (school climate and well-being)	40% of all students reported positively to "feeling a sense of belonging at school."	The percentage of students who feel a "sense of belonging" will increase by 20%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.	All Students	No additional cost
2.2	School Counselors, ORC, and Admin will monitor student academic progress. Counselors will meet with identified students and develop goals in order to increase success. ORC will assist in monitoring SST goals and progress.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged	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
2.3	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.	All Students	2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help 1000 LCFF 2000-2999: Classified Personnel Salaries Classified Support - Campus Supervisor, Custodial team members
2.4	The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown).	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.5	Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.	Asian American	District Funded 1000-1999: Certificated Personnel Salaries School Counselors (2)
2.6	Research-and evidence-based intervention strategies will be utilized 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.	Foster Youth Homeless	See Goal 1.25
2.7	Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Assistant (10 employees)
2.8	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.	English Learners Foster Youth Homeless	No additional cost

	Strategies will be developed and implemented in the classroom.	Socioeconomically Disadvantaged	
2.9	Continued use of the Risk of Sexual Activity Curriculum in Science.	All Students	No additional cost
2.10	Utilize Mental Health Grant to build a comprehensive mental health support system as a component of the greater MTSS system for OSD. A Mental Health Clinician is on site to work with students identified through MTSS process.	Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries Mental Health Clinician
2.11	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.	All Students	No addiitonal cost
2.12	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.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies - WEB Activities After School
2.13	Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.	All Students	4000 LCFF 5000-5999: Services And Other Operating Expenditures Assemblies contracts (Anti-Bullying)
2.14	Provide a well-maintained, safe, and attractive learning environment for students.	All Students	2300 LCFF 4000-4999: Books And Supplies Materials and Supplies - Campus Beautification
2.15	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Paraeducator II Position District Funded 2000-2999: Classified Personnel Salaries Campus Assistant
2.16	Attendance Champions program - Big Brothers, Big Sisters Case Manager to work with referred students.	Socioeconomically Disadvantaged Homeless	District Funded No additional cost
2.17	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.	All Students	No additional cost
2.18	Engage students in research-based programs and assemblies that tie into social-emotional well-being	All Students	1000 Title I

	to create a learning environment that is safe, drug-free and conducive to learning.		5000-5999: Services And Other Operating Expenditures Assemblies contracts (Anti-Bullying, Kindness, Vaping)
2.19	Use Panorama's research-based surveys for students, families, teachers and staff to better understand and build a positive school climate in the school.	All Students	No additional costs
2.20	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.	All Students	2500 LCFF 4000-4999: Books And Supplies Materials and Supplies - Lunch Materials and Incentives
2.21	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.	All Students	3000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
2.22	Employ extra clerical support in the Office to support student and family needs.	English Learners Hispanic	50775 LCFF 2000-2999: Classified Personnel Salaries Clerical/Office - OAII
2.23	Students will be supported through the Student Wellness Center with healthy coping skills and to address social-emotional needs on campus.	All Students	2000 Title I 4000-4999: Books And Supplies Materials and Supplies - Supplies for Wellness Center
2.24	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.	Socioeconomically Disadvantaged	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.25	RJ Frank Games - School Events throughout the year intended to boost student engagement, interaction, and school culture.	All Students	1000 LCFF 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 did decrease from previous years and is at 7%. 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 2022-2023 reflected the need to provide social-emotional support for students to feel safe at school this past year and to provide more alternative supports and interventions to reduce the number of suspensions. We did well to accomplish this part of our plan, though we would like to reduce suspensions even more. The strategies/activities from this year which made a positive impact to create healthy coping skills and address social-emotional needs on campus was our Wellness Center (Strategy 23). One particular group that needs more additional resources and support is our English Learners, including Newcomer Academy, with lessons and pro-active strategies to specifically reduce the number of physical altercations that lead to suspension.

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. The other major discrepancy had to do with staffing. Positions were filled, but chronic absences and missed assignments led to being understaffed in the areas of supervision.

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 as the hours of each campus supervisor increased slightly to provide more seamless support throughout the day. 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 analyze more Panorama data (strategy 19) throughout the year. Some new strategies involve the addition of a Mental Health Clinician (Strategy 10) to work with students identified through the MTSS process, more robost WEB program and activities for 6th graders (Strategy 12) and the Attendance Champions program (strategy 16) to address 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey (23-24)	52 parents 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.	Percentages for the Needs Survey will improve by the following: Feeling welcomed at school 10%. Preferred language in office 1%.
Average attendance at ELAC Meetings (23-24)	An average of 10 parents attended ELAC Meetings (in-person).	Attendance will increase by 25% at ELAC Meetings.
Parent attendance at Back to School Night (23-24)	602 students had someone attend BTSN.	Back To School Night attendance will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Title I parent information will be presented at Back to School Night.	Socioeconomically Disadvantaged	No additional cost
3.2	Parent Compact and Title I School-Level Parent and Family Engagement Policy will be developed and revised with parent groups (SSC and ELAC) and distributed to all parents.	Socioeconomically Disadvantaged	No additional cost
3.3	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.	Hispanic Socioeconomically Disadvantaged	500 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
3.4	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 need extra support to meet grade level standards. Translators are provided for parents of EL students for any additional meetings as needed.	All Students	3000 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help 2000 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - OT 6500 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation - Bus Transportation for Site Variance
3.5	The ORC provides outreach to families on a regular basis and helps to coordinate community services when possible. Food care packages are distributed to families in need during designated times.	Socioeconomically Disadvantaged	See Goal 3.3
3.6	ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and community partners.	English Learners	3232 Title III 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment
3.7	Collaborate with Manager of Equity and Family Community Engagement to bring Mixteco and other cultural celebrations to the site and District.	African American Asian American Native American Hispanic	No additional cost

3.8	Provide parent involvement opportunities via committee meetings: SSC, PTO and ELAC.	All Students	See Goal 3.6 for ELAC supplies
3.9	PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.	All Students	No additional cost
3.10	District and Site opportunities provided for families to attend parent workshops, including academic and SEL, AVID Family night, 6th grade orientation, the CABE conference and other site workshops.	Students with Disabilities Hispanic English Learners	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
3.11	School counselors will provide parent workshops for high school transition regaridng A-G Requirements. They collaborate with OUHSD about scholarships, high school resources, and programs.	All Students	No additional cost
3.12	Transition to Middle School Parent Night for incoming 6th graders	All Students	500 Title I 4000-4999: Books And Supplies Materials and Supplies - Refreshments for Parent event
3.13	Support teachers and staff with meetings such as SST and student monitoring conferences.	All Students	5000 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters
3.14	Extra Clerical Support in Office to support student and family needs.	English Learners	4781 LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes 4000 LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.
3.15	High School registration events held on campus to support families with registering and enrolling for high school the following year, for 8th grade students.	All Students	No additional cost
3.16	Encourage parents to attend EL Reclassification Meetings in the Fall and Spring to celebrate student success.	English Learners	See Goal 1.32
3.17	The school campus will be an inviting and accessible area for families when meeting with school staff. School staff will have all materials and	Students with Disabilities	5000 LCFF

	equipment necessary to provide access to families and support their needs on campus.		4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs 2000 LCFF 4000-4999: Books And Supplies Materials and Supplies
3.27			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their children's academic and school experience this past year. Parents attended various trainings both for our school, specifically, and combined meetings with our local feeder schools, for the following: College and Career Readiness (A-G), Back to School Night, Academic Award nights, and Parent/Teacher conferences, in order to be involved in their children's well-being and educational experience. School meetings were held both in-person and virtually (PTO and SSC), which allowed parents to be a part of the decision-making process at school in various formats. All ELAC meetings were in-person this year. 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. One of the biggest additions was a return to evening Award Ceremonies. They were well attended with over 600 people showing up to both events this past year.

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, even after multiple years of use. Not all parents signed up for Parent Square, which is our method of communication District wide, therefore they did not receive all the notices or fliers that were pushed out for them. In Canvas, we still have a low percentage of parents that are signed up to receive notifications to be able to monitor student progress. The discrepancy between Canvas and Q caused parents to not always be up to date with information or know where they should consistently look.

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 new form of communication, Parent Square and those that were signed up had concerns with the amount of messages that were being sent out from both the Central Office and the school site. This next year, at a site level, we are trying to align and consolidate all communication so it is more consistently the same dates/times and only one message per day (on days there are messages). We will have parents sign up for both Parent Square and Canvas this year 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 with the preferred form of communication. ELAC meetings will be returning to a hybrid form. We were able to have more parents participate via Zoom and in-person versus just in-person.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$129,343.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$541,916.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$98,757.00
Title III	$30,586.00

Subtotal of additional federal funds included for this school: $129,343.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$215,056.00
LCFF - Intervention	$10,000.00
Prop 28	$187,517.00

Subtotal of state or local funds included for this school: $412,573.00

Total of federal, state, and/or local funds for this school: $541,916.00

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	98,757	0.00
Title III	30,586	0.00
LCFF	215,056	0.00
LCFF - Intervention	10,000	0.00
Prop 28	187,517	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	215,056.00
LCFF - Intervention	10,000.00
Prop 28	187,517.00
Title I	98,757.00
Title III	30,586.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	170,012.00
2000-2999: Classified Personnel Salaries	138,556.00
4000-4999: Books And Supplies	127,994.00
5000-5999: Services And Other Operating Expenditures	101,354.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	18,137.00
2000-2999: Classified Personnel Salaries	LCFF	62,056.00
4000-4999: Books And Supplies	LCFF	84,363.00
5000-5999: Services And Other Operating Expenditures	LCFF	46,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	7,500.00
4000-4999: Books And Supplies	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	93,118.00
2000-2999: Classified Personnel Salaries	Prop 28	62,500.00
4000-4999: Books And Supplies	Prop 28	21,899.00
5000-5999: Services And Other Operating Expenditures	Prop 28	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,257.00
2000-2999: Classified Personnel Salaries	Title I	8,000.00
4000-4999: Books And Supplies	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title I	34,500.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	6,000.00
4000-4999: Books And Supplies	Title III	8,232.00
5000-5999: Services And Other Operating Expenditures	Title III	10,354.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	425,328.00
Goal 2	74,575.00
Goal 3	42,013.00

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
Crystal Reagan	Classroom Teacher
Greg Packham	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Ray Lupian	Parent or Community Member
Kelly Ochoa	Parent or Community Member
Leticia Trejo	Parent or Community Member
Saul Gonzalez	Secondary Student
Esmeralda Blanco	Secondary Student
Adam Reveles	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
RCM	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 5/21/24.

Attested:

Tyler Higa	Principal, Tyler Higa on 05/21/24
AR	SSC Chairperson, Mr. Adam Reveles on 05/21/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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	May 28,2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Fremont Academy of Environmental Science and Innovative Design for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Fremont Academy of Environmental Science and Innovative Design for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Fremont has been identified as CSI (Comprehensive Support and Improvement), due to low Language Arts and Math

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/Foundations 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 2024-2025 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. We have developed and have begun to implement our Fremont Collective Commitments that include moving students towards demonstrating proficiency, working collaboratively in teams to build shared knowledge, use of common formative assessments, providing increased opportunities for students to show mastery of of grade level standards, teachers working collaboratively to build commonalities in pacing and grading, providing opportunities to celebrate student success, and adults will participate and engage in professional development opportunities.

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 instruction to help close the gaps that students may have without losing time for instruction of new skills/standards. We want to commit to providing enrichment opportunities for students during the instructional day and after school as well. 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.

We have collaborated this year with the educational consultant firm Orenda. Site adminsitration met with Orenda leadership to undergo "coaching" as we planned to implement the work that would be done with teachers. We prepared for the creation of an ELA and Math matrix that would align each classroom with a "floor" of expectations for grade level standards and committing to a pacing guide to drive a unit matrix. Teachers created five units and mapped out the timeline for the instruction of the agreed upon unit standards. Teachers and admin worked to review the blueprints and SBAC item specs to create unit assessments in Illuminate with question stems that match the state testing that students will be held accountable for. Dates have been calendared for the reviewing of the assessment data and time set aside for collaborative lesson planning for grade level teams.

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 an Art elective with a focus on graphic design

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, coffee with the counselors and chats with the Principal.

Educational Partner Involvement

How, when, and with whom did Fremont Academy of Environmental Science and Innovative Design 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 2024-2025 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. The SPSA was presented to the School Site Council and reviewed during the May 2024 and June 2024 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.

This section is required for all schools eligible for ATSI and CSI.

There has been a lack of meaningful access to homework help particularly for identified at promise students after school. This lack of access has been a result of not having designated teacher office hours and no designated teacher sponsored homework/tutoring help. We also lacked access to an intervention program to support identified students that were below level grade level as measured by Star and CAASPP assessments. 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 classes, 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 targeted groups of students have access to tutoring and intervention programs that we offer. We will use Star, CAASPP, and classroom assessment data to determine students in need of intervention in Math and ELA. 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, need to meet with our identified students on a more regular basis to review attendance and to provide incentives for positive attendance.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

We had 5 performance areas of concern this past year that led to a CSI program standing. We need to address our ELA and Math scores. We remained in the "Red" for ELA, declining 11.7 points and although we increased our Math performance by 7.3 points we still remained in the "Orange". We were in the "Orange" for our EL progress declining by 7.9%. Our chronic absenteeism rate and suspension rate were in the "Red". As part of the plan to address these concerns Advisory teachers will meet with CSI identified subgroups of students and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance, etc. Teachers will discuss and support students in the creation of goals in these areas of concern that will be monitored during advisory data chats throughout the year. The creating of the "floor" when it comes to grade level standards expectations that all students should have access to in every ELA/Math class along with commonly paced out assessments that closely match state assessments will help our students better prepare for the summative testing by the state. In order to better support the growth and progress of our English learners we will support English Learner parent nights to provide families access to school and classroom expectations in the form of family nights so that parents are also aware of the goals our EL students need to meet. We will increase our recognition opportunities for class and school awards for our EL students. The rewriting of an an EL handbook and the time that will be spent collaboratively with teachers to discuss the Fremont Promise based on the expectations in the handbook will better support our EL learners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic absenteeism was a concern for all of our student groups. We had a increase in absenteeism in our EL's, students with disabilities, homeless, Hispanic, and socioeconomically disadvantaged students. Our ELA scores did not meet the level of improvement we had planned for and our suspension rate increased from the year prior. Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a list of students to determine attendance incentives to encourage daily and timely attendance for students that have been identified as students struggling with consistent attendance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We will need to address the social emotional concerns of students based on Panorama data and counselor collected data on the reasons for student visits to the counseling office. Through the use of Advisory class check-ins we intend to increase the number of students that feel a connection to the campus and adults on campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fremont Academy of Environmental Science and Innovative Design. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0%	0.14%	2	0	1
African American	1.05%	1.09%	1.57%	8	8	11
Asian	0.53%	0.95%	1.00%	4	7	7
Filipino	1.58%	1.77%	1.71%	12	13	12
Hispanic/Latino	90.14%	90.19%	90.00%	686	662	630
Pacific Islander	0.26%	0.27%	%	2	2	
White	5.26%	4.77%	4.86%	40	35	34
Multiple/No Response	0.92%	0.95%	0.71%	7	7	5
			Total Enrollment	761	734	700

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	Innovative Design	Innovative Design	
Grade 6		223	224
Grade 7	249	254	251
Grade 8	252	232	225
Total Enrollment			700

Conclusions based on this data:

At the end of the 2023-2024 school year, our grade six class had 217 students. 8th grade had 242 and Grade 7 has 231 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 Nights which will expose elementary students early to the middle school experience which can decrease anxiety and aide 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. 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	197	180	175	21.80%	#DIV/0!	25.0%
Fluent English Proficient (FEP)	239	248	219	33.30%	#DIV/0!	31.3%
Reclassified Fluent English Proficient (RFEP)				6.0%		

Conclusions based on this data:

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. At present during the 2023-2024, we have 146 English Learners with 45 students that reclassified. 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	209	85	41%	59	28%	52	25%	13	6%	Level 2	1017
Grade 7	141	93	66%	34	24%	14	10%	0	0%	Level 1	991
Grade 8	175	89	51%	45	26%	36	21%	5	3%	Level 1	1025

Conclusions based on this data:

According to our 2024 End Of Year Star Reading assessment 32% of 6th graders performed at or above benchmark and 83% were below benchmark. in 7th grade, we had 10% perform at benchmark and 90% perform below. 24% of our 8th graders were at benchmark while 76% were below benchmark. 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 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 throughout the year we still need more focus in this area on how we monitor the administration of the tests within the assessment window.

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	204	111	54%	58	28%	25	12%	10	5%	Level 1	1028
Grade 7	194	143	74%	34	18%	8	4%	9	5%	Level 1	989
Grade 8	170	122	72%	19	11%	13	8%	16	9%	Level 1	1026

Conclusions based on this data:

On Star Math, 17% of 6th grade students tested were at or above benchmark and 83% were below benchmark. In 7th grade, 9% of students were at or above benchmark and 91% were below. In 8th grade, we had 17% of students at or above benchmark and 83% below benchmark. Students needing intervention will be supported during teacher afterschool office hours, homework club and after school intervention. 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 our 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. Wednesday collaboration will be supported by our partnering with Orenda. We will 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		240	252		235	241		235	241		97.9	95.6
Grade 7		243	229		239	225		239	225		98.4	98.3
Grade 8		255	249		243	239		243	238		95.3	96.0
All Grades		738	730		717	705		717	704		97.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2461.		3.40	2.90		14.47	19.50		32.34	26.56		49.79	51.04
Grade 7		2487.	2457.		4.18	3.11		23.43	12.89		24.69	24.44		47.70	59.56
Grade 8		2491.	2471.		2.47	2.10		18.93	16.39		30.04	23.95		48.56	57.56
All Grades	N/A	N/A	N/A		3.35	2.70		18.97	16.34		29.01	25.00		48.68	55.97

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.30		49.36	43.15		45.53	48.55
Grade 7		9.62	4.44		58.16	57.33		32.22	38.22
Grade 8		5.79	4.20		52.48	47.90		41.74	47.90
All Grades		6.84	5.68		53.35	49.29		39.80	45.03

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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	4.15		39.15	47.72		57.02	48.13
Grade 7		5.88	4.46		49.58	38.39		44.54	57.14
Grade 8		3.31	4.20		48.35	36.13		48.35	59.66
All Grades		4.34	4.27		45.73	40.83		49.93	54.91

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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	4.56		71.06	76.35		24.26	19.09
Grade 7		6.69	4.89		73.22	70.67		20.08	24.44
Grade 8		8.26	8.82		66.53	61.76		25.21	29.41
All Grades		6.56	6.11		70.25	69.60		23.18	24.29

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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	7.47		62.98	65.15		28.51	27.39
Grade 7		7.53	6.22		64.85	55.11		27.62	38.67
Grade 8		6.61	7.98		71.49	56.72		21.90	35.29
All Grades		7.54	7.24		66.48	59.09		25.98	33.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Overall, we did not meet our expected goals and even fell in 8th grade ELA. We did not have upward movement in 7th grade ELA scores but we did see some positive movement in 6th grade ELA. We looked at areas to focus on to improve instruction and motivation. We have developed and will recommit to our Fremont Collective Commitments and the use of agreed upon Highly Effective Teaching Practices. This will include the use of a structured Advisory for check-ins and progress monitoring. We will commit to writing across the content areas to support reading comprehension and writing with evidence. 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. Our work with our educational consultant Orenda has supported our goal of creating a "floor" of expectations for our students based on grade level standards in every classroom and assessment windows for ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		240	252		234	241		234	241		97.5	95.6
Grade 7		243	229		239	223		239	223		98.4	97.4
Grade 8		255	249		240	238		239	238		94.1	95.6
All Grades		738	730		713	702		712	702		96.6	96.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2431.		2.14	3.32		4.27	6.64		23.08	25.31		70.51	64.73
Grade 7		2433.	2441.		2.51	3.59		8.37	7.62		22.18	21.52		66.95	67.26
Grade 8		2439.	2434.		4.18	4.20		3.35	6.72		16.32	15.55		76.15	73.53
All Grades	N/A	N/A	N/A		2.95	3.70		5.34	6.98		20.51	20.80		71.21	68.52

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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	1.24		27.35	28.63		71.37	70.12
Grade 7		2.10	3.59		34.03	30.94		63.87	65.47
Grade 8		3.35	4.20		30.13	31.51		66.53	64.29
All Grades		2.25	2.99		30.52	30.34		67.23	66.67

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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	2.07		37.18	41.08		61.54	56.85
Grade 7		4.18	2.69		42.26	44.84		53.56	52.47
Grade 8		2.93	4.20		39.75	36.55		57.32	59.24
All Grades		2.81	2.99		39.75	40.74		57.44	56.27

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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	3.32		53.42	53.53		43.59	43.15
Grade 7		3.35	3.14		56.49	56.05		40.17	40.81
Grade 8		2.51	3.36		53.56	43.70		43.93	52.94
All Grades		2.95	3.28		54.49	51.00		42.56	45.73

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Conclusions based on this data:

The data showed that we did not meet our expected goals across all grade levels; We remained stagnant in each of our grade levels. 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 Math 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. We are partnering with educational consultants Orenda to create the "floor" of expectations for our students on grade level standards in all of our classrooms. Through the increased use of unit assessments and Star Math, teachers will be able to closely monitor student progress and determine next steps to build on strengthening skills targeting the SBAC-based content. Our goal is to increase the number of students in the met or exceeded category by 6%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1523.3	1495.8	1511.5	1514.1	1519.6	1522.1	1532.1	74	67	59
7	1507.4	1544.8	1536.8	1504.2	1541.4	1528.4	1510.2	1547.7	1544.9	59	53	50
8	1540.0	1544.0	1542.9	1535.1	1540.9	1530.5	1544.4	1546.6	1554.9	35	51	37
All Grades										168	171	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.86	31.08	42.42	44.07	47.30	34.85	32.20	16.22	15.15	11.86	74	66	59
7	1.69	26.42	18.00	32.20	33.96	46.00	49.15	35.85	28.00	16.95	3.77	8.00	59	53	50
8	11.43	11.76	16.22	42.86	45.10	48.65	40.00	39.22	24.32	5.71	3.92	10.81	35	51	37
All Grades	5.36	14.71	15.07	33.93	40.59	45.89	46.43	36.47	28.77	14.29	8.24	10.27	168	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	25.42	45.95	48.48	55.93	24.32	13.64	11.86	17.57	13.64	6.78	74	66	59
7	13.56	39.62	26.00	45.76	35.85	46.00	25.42	22.64	20.00	15.25	1.89	8.00	59	53	50
8	14.29	21.57	24.32	65.71	58.82	45.95	14.29	17.65	18.92	5.71	1.96	10.81	35	51	37
All Grades	13.10	28.24	25.34	50.00	47.65	50.00	22.62	17.65	16.44	14.29	6.47	8.22	168	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.17	10.81	18.18	25.42	58.11	57.58	42.37	27.03	24.24	22.03	74	66	59
7	1.69	13.21	8.00	8.47	24.53	30.00	55.93	47.17	48.00	33.90	15.09	14.00	59	53	50
8	0.00	5.88	10.81	31.43	23.53	40.54	45.71	60.78	35.14	22.86	9.80	13.51	35	51	37
All Grades	2.38	5.88	9.59	14.29	21.76	30.82	54.76	55.29	42.47	28.57	17.06	17.12	168	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.64	63.51	72.73	71.19	28.38	13.64	10.17	74	66	59
7	6.78	11.32	10.00	64.41	81.13	82.00	28.81	7.55	8.00	59	53	50
8	8.57	7.84	16.22	77.14	76.47	75.68	14.29	15.69	8.11	35	51	37
All Grades	7.74	11.18	15.07	66.67	76.47	76.03	25.60	12.35	8.90	168	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	47.46	64.62	38.46	44.07	4.62	15.38	8.47	65	65	59
7	51.72	52.94	61.22	37.93	41.18	30.61	10.34	5.88	8.16	58	51	49
8	61.76	56.00	35.14	32.35	40.00	51.35	5.88	4.00	13.51	34	50	37
All Grades	45.22	51.20	48.97	47.77	39.76	41.38	7.01	9.04	9.66	157	166	145

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	15.25	27.40	43.94	35.59	68.49	53.03	49.15	73	66	59
7	1.69	20.75	16.00	28.81	50.94	40.00	69.49	28.30	44.00	59	53	50
8	17.14	13.73	21.62	34.29	27.45	35.14	48.57	58.82	43.24	35	51	37
All Grades	5.99	11.76	17.12	29.34	41.18	36.99	64.67	47.06	45.89	167	170	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.81	89.19	84.62	61.02	2.70	7.69	10.17	74	65	59
7	6.78	7.55	20.00	84.75	90.57	80.00	8.47	1.89	0.00	59	53	50
8	0.00	3.92	13.51	100.00	94.12	78.38	0.00	1.96	8.11	35	51	37
All Grades	5.95	6.51	21.92	89.88	89.35	71.92	4.17	4.14	6.16	168	169	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

According to the 2023-2024 ELPAC data, the largest percentage of EL's performed in Level 2 for Overall at 40% followed by 36% at Level 3. 14% were at Level 4 and 9 % at Level 1. Scores showed that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 The next highest percentage was level 1 at 9.9% followed by Level 3 at 4.8 %. 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
734	**88.6**	**24.5**	**0.3**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	180	24.5
Foster Youth	2	0.3
Homeless	57	7.8
Socioeconomically Disadvantaged	650	88.6
Students with Disabilities	197	26.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.1
Asian	7	1
Filipino	13	1.8
Hispanic	662	90.2
Two or More Races	7	1
Pacific Islander	2	0.3
White	35	4.8

Conclusions based on this data:

In 2023-2024 year 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% of the total population. For the 2024-2025 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Our 2022-2023 Dashboard data shows all students performing in the Very Low area in ELA. Our 2023-2024 data shows that we did not have the significant growth needed in ELA to pull us out of the Very Low. All students are performing in the Low area in Math. We had growth for our 8th graders but did not see growth for 6th and 7th grades. 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 order to progress monitor student performance and to build strong math lessons to and improve on rigor and strong first instruction

lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data for Star and building common formative assessments with the guidance and support of our educational consultants Orenda. Chronic absenteeism in the 2023 data shows a performance in the Very Low and will continue to be a focus in the 2023-2024 school year. We made some gains in the area of increasing attendance through 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 decrease in 2023-2024. This will be a continued goal in 2024-2025 to decrease the suspension rate through using analysis of 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
82.1 points below standard	102.6 points below standard	4 Students
Decreased -11.7 points	Decreased -13.1 points	
681 Students	300 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
143.3 points below standard	89.5 points below standard	148.9 points below standard
Decreased Significantly -21.1 points	Decreased -12.8 points	Decreased -5.9 points
57 Students	607 Students	189 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	22.8 points below standard Decreased -13.8 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 88.6 points below standard Decreased -12.4 points 614 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 32.8 points below standard Maintained +0.4 points 33 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133 points below standard Decreased Significantly -24.5 points 131 Students	79.1 points below standard Decreased -6.7 points 169 Students	71.7 points below standard Decreased -6.8 points 283 Students

Conclusions based on this data:

According to the 2023 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 as are RFEP students in ELA. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing Star reading reports and targeting specific students for intervention. In the 2024-2025 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
127.3 points below standard	145.1 points below standard	4 Students
Increased +7.3 points	Increased +12.7 points	
679 Students	299 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
179.7 points below standard	136.5 points below standard	189.5 points below standard
Increased +3.2 points	Increased +6.6 points	Increased +14.5 points
56 Students	605 Students	188 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	24.1 points below standard Increased Significantly +48.5 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 136.5 points below standard Increased +7.1 points 612 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 61.3 points below standard Decreased -6 points 33 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
165.6 points below standard Increased +8.8 points 130 Students	129.2 points below standard Increased +13.6 points 169 Students	116.5 points below standard Increased +4.3 points 283 Students

Conclusions based on this data:

The 2023 dashboard data shows all students performing in the Low category in Mathematics. Mathematics will continue to be a schoolwide focus for 2024-2025. All major subgroups: SED, Hispanic, and SWD are in the Low category. These subgroups, along with our ELs, continue to be the target groups. The African American subgroup, although a small number, will continue to be monitored closely in 2024-2025 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 The work with educational consulting partner Orenda will help us create a standards "floor" of expectations and build assessments for each unit.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
49.3% making progress towards English language proficiency
Number of EL Students: 144 Students
Performance Level: 3

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.

2023 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	47	1	70

Conclusions based on this data:

Based on 2023 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 2023 dashboard data, English Learners continue to be mostly at the Level 3 development level. AVID Excel were 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
27.6% Chronically Absent	27.5% Chronically Absent	6 Students
Increased 1.6	Increased 2.5	
775 Students	204 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
44.9% Chronically Absent	28.8% Chronically Absent	40% Chronically Absent
Increased 1.8	Increased 0.5	Increased Significantly 5.6
69 Students	690 Students	215 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	15.4% Chronically Absent Declined -17.9 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 28.7% Chronically Absent Increased 2.2 694 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	 Yellow 19% Chronically Absent Declined -0.5 42 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 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 2024-2025 through attendance reports and home visits by the ORC and administration. The daily attendance rate increased to 90%. This did not meet our school expectation and this will continue to be a metric of focus schoolwide, The goal is a 95% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
19.1% suspended at least one day	24.8% suspended at least one day	6 Students
Increased Significantly 5.5	Increased Significantly 7	
787 Students	210 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Orange
28.6% suspended at least one day	20.6% suspended at least one day	19.2% suspended at least one day
Increased 7.1	Increased Significantly 6.2	Declined -1.1
70 Students	698 Students	219 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	7.7% suspended at least one day Declined -0.6 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 19.7% suspended at least one day Increased Significantly 5.8 704 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	 Red 16.3% suspended at least one day Increased 9.3 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 which contributed to some of the behavior issues this 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. We have lowered our total suspension numbers and unique suspension numbers in the 2023-2024 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	Baseline data is Preliminary from June 2024 Percentage of students who scored at Met or Exceeded: All Students: 17% 6th Grade: 24% 7th Grade: 16 % 8th Grade: 12 %	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 2024 Percentage of students who scored at Met or Exceeded: All Students: 12.5 % 6th Grade: 9 % 7th Grade: 11%% 8th Grade: 11%	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	Percentage of students who scored At or Above the benchmark: 6th grade: 26%	Decrease percentage of students below 40.0% by 10%. Increase the SGP(Student Growth Percentile) by 12% points.

	7th grade: 14% 8th grade: 15% 40 % or 109 out of 656 students scored at or above the minimum benchmark	
Star Math - End of Year Data	Percentage of students who scored At or Above the benchmark: 6th grade: 26% 7th grade: 14% 8th grade: 15%	Decrease percentage of student below 50% by 10%. Increase the SGP (Student Growth Percentile) by 12% points.
Reclassification data	In the 2023-2024 school year, 25% EL students were reclassified.	Increase Reclassification percentage by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide subbed out collaboration time for ELA ,Math, Social Studies, and Science teachers (supported by Administration and/or District Math Manager, TOSA or 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.	All Students	4900 Title I 1000-1999: Certificated Personnel Salaries Sub Costs
1.2	Hold grade level/department collaboration meetings to review data, including grade level standards assessments, Star, CAASPP, IAB data, and ELPAC data; at the school level, grade level, classroom level and individual student level and utilize this 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. All classroom teachers will commit to posting grade level standards as well as "Learning Targets/I Can Statements" for students and classroom visitors to view.	All Students	See Goal 1.1
1.3	Provide professional development and support for teachers so that ELA, Math Science and Social Studies teachers will support reading and writing in	All Students	1000 Title I

	class everyday. Science and Social Studies teachers will commit to a Claim, Evidence, and Reasoning writing focus in class. 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.		5800: Professional/Consulting Services And Operating Expenditures Travel and conference costs District Funded 1000-1999: Certificated Personnel Salaries Staff meeting professional development
1.4	Create a Site Sip Day and or after school opportunities to offer mini workshops focusing on Special Education accommodations and supports, EL supports, SEL strategies, and PBIS/STOIC professional development presented by teachers and supported by district TOSAs.	Students with Disabilities English Learners Foster Youth	900 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.5	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. Incentives will be offered for completion of AR goals.	All Students	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
1.6	Utilize Advisory time for academic check-in time in order to support students with schoolwide academic, behavior, and SEL goals.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries - Advisory teachers
1.7	A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners in levels 1-3 for 50 minutes daily. The para-educator will also assist in the AVID Excel classes.	English Learners	31,000 Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant
1.8	Utilize EL TOSA to provide professional development for teachers during PLCs and subbed out collaboration days to support ELD through content-specific trainings in science, social studies and math including AVID excel. ELD teachers and ELAC parents will have the opportunity to attend the CABE conference.	English Learners	3000 Title III 1000-1999: Certificated Personnel Salaries Professional development/extra hours 4550 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference Costs

1.9	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments & Programs
1.10	Implement a schoolwide focus on AVID strategies, including focused note-taking, graphic organizers, Socratic Seminars, interactive notebooks, and provide materials to support these activities across all core subjects on campus. This implementation will be supported by staff PD.	All Students	1500 LCFF 4000-4999: Books And Supplies AVID materials and supplies 1500 LCFF 2000-2999: Classified Personnel Salaries AVID Tutor salaries
1.11	Support English Learner parent nights to provide access to school and classroom expectations and recognition evenings for class and school awards.	English Learners	1300 Title III 2000-2999: Classified Personnel Salaries Teacher extra hours
1.12	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Site Tech salary District Funded 1000-1999: Certificated Personnel Salaries TOSA Salaries District Funded 5800: Professional/Consulting Services And Operating Expenditures Software contracts
1.13	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.	All Students	51,000 LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials
1.14	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-promise students, and Homeless/Foster youth and students receiving special education services. This will be combined with our "Advisory Check-in" to progress monitor targeted groups for increased academic success.	English Learners Foster Youth Homeless Students with Disabilities	ELOP 1000-1999: Certificated Personnel Salaries Progress monitoring and after school office hours
1.15	Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays,	All Students	9000 LCFF

	AR incentives, Student of the Month, and Awards Assemblies.		4000-4999: Books And Supplies Academic Incentives 500 LCFF 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist - extra hours 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
1.16	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
1.17	Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	All Students	3000 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreeements & Xerox Maintenance Agreements
1.18	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 and IEP meetings.	All Students	3500 LCFF 1000-1999: Certificated Personnel Salaries Sub Costs
1.19	Provide students with field trip opportunities to support the college and career ready focus of AVID.	All Students	5529 Title I 5000-5999: Services And Other Operating Expenditures Transportation cost for field trips
1.20	Support our arts program by hiring a graphic arts teacher utilizing Prop 28 funding.	All Students	112,962 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary 17,113 Prop 28 4000-4999: Books And Supplies Class materials and supplies
1.22	Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention during before and after school tutoring as well as intersession. Star data will be used to monitor growth. 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.	English Learners	4000 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours - training

1.23	Support our academy focus of Innovative Design by purchasing new robotics equipment for our science elective and the purchase of 3D printers and other design equipment/materials.	All Students	16,000 LCFF 4000-4999: Books And Supplies Purchase of robotics materials and design equipment
1.24	Provide field trip opportunities for students that will enrich the educational experience at school.	All Students	700 Title I 5000-5999: Services And Other Operating Expenditures Field trip entrance fees 4000 Title I 5000-5999: Services And Other Operating Expenditures Transportation costs
1.29	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. Much of this work will revolve around the commitment to creating "the floor" of expectations when it comes to grade level standards and assessing these standards after each unit during the year.	All Students	160,254 CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Educational consulting firm to help support our instructional focus District Funded 1000-1999: Certificated Personnel Salaries Teacher extra hours and subs District Funded 2000-2999: Classified Personnel Salaries Extra hours
1.30			
1.31	Advisory teachers will meet with CSI identified subgroups of students and other students in need of extra support to discuss grades, Star scores, ST Math progress, behavior, attendance etc.	English Learners Foster Youth Socioeconomically Disadvantaged Homeless Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies created were implemented and showed some positive results in 8th grade Math and 8th grade Science but we did not see the academic impact in all areas and grade levels. We still have significant work to be done through our Leadership team, teacher committees, and entire staff to meet our expected goals in raising ELA and Math scores.

We intend to be more targeted in our collaboration time and better monitor the work done during that time. This collaboration time will be more focused on our grade level standards, learning targets, and common formative assessments. These efforts will be greatly supported by our educational consulting group/partner Orenda.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major concerns with the way the expenditures were tied to our implementation.

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.

Although our academic expectations were not met as we had planned we are still holding to the goal that academic achievement will be met. The strategy that should most impact this expectation is the assessment work that ELA and Math teachers have completed with Orenda and the commitments to follow common pacing when administering these assessments. This can be found in our proposed strategy for our Orenda work. 8th grade Science teachers have committed to the use of Newsela to increase reading comprehension, vocabulary building surrounding the CAST, and implementation of assessments to mirror the CAST to better prepare students for the 8th grade Science test. Science and Social Studies teachers will recommit to providing reading and writing expectations everyday and focus on a claim, evidence, reasoning writing focus to better support our ELA 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (23-24)	100 suspensions	Decrease the suspension rate by 10%.
Panorama Survey Data (Spring 2024)	37% of students feel that they are valued members of the school community.	Increase positive repsonses on key areas on the survey, such as Teacher-Student Relationships and Sense of Belonging by 15%.
Attendance Data (23-24)	The Average Daily Attendance Rate was 92%.	Increase the Average Daily Attendance Rate to above 96%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue work with Safe and Civil Schools for a School-wide implementation of CHAMPS/STOIC/PBIS model in both the classroom and throughout the campus. Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee	All Students	1000 LCFF 4000-4999: Books And Supplies CHAMPS Posters 4000

	(Foundations Team) in developing plans for ensuring an environment conducive to teaching and learning. Guide actions relating to the improvement of school climate and provide targeted support for teachers in implementing positive behavior strategies to improve student behavior. 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.		Title I 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2.2	Implementation of 8th grade promotion eligible student incentives (8th grade dance, field day, movie night, 8th grade breakfast, etc).	All Students	4000 LCFF 4000-4999: Books And Supplies Student incentives
2.4	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.	All Students	1500 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Safety Committee/Certificated staff
2.5	Admin will meet weekly with the ORC and attendance clerk to review attendance data and develop a list of students to determine attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.	All Students	1500 LCFF - Intervention 4000-4999: Books And Supplies Attendance Incentives
2.6	Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies. Increased training, targeted scheduling and placement of campus supervisors on campus will take place as needed as determined by collected data. Bi-weekly meetings with admin and campus assistants will take place to better support campus needs.	All Students	2500 LCFF 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors
2.7	Maintain the SST process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance during progress monitoring time as well as attend SST and IEP meetings.	All Students	LCFF 1000-1999: Certificated Personnel Salaries No additional cost ORC extra hours (see Goal 1.15)
2.9	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor check ins and groups
2.10	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.	All Students	No additional cost

2.11	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.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
2.12	Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont academic focus and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students and provide support to keep the program a positive influence on campus.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff 2500 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference attendance
2.13	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.	All Students	6000 LCFF 4000-4999: Books And Supplies Character Incentives
2.14	Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, lunchtime activities coordinated by teachers and a variety of clubs which are offered after school and or during lunches.	All Students	3000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff 1113 LCFF 4000-4999: Books And Supplies Supplemental materials
2.15	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.	All Students	5000 LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime 1000 LCFF 2000-2999: Classified Personnel Salaries Extra hours - Custodial
2.16	School safety operational supplies will be maintained (purchase of cameras).	All Students	5000 LCFF 5000-5999: Services And Other Operating Expenditures Supplies
2.17	Implementation of mentoring groups, (for boys and girls separately) to build relationships and positivity among students that may be but not limited to at-promise students and implementing 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. This would include Principal's Fellows.	All Students	2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Assembly - mentoring time - workshops

2.18	After school and lunch time detention groups will be utilized to discuss behavior choices with students in need of mentoring and help support the reteaching of appropriate behaviors to promote a positive school climate.	All Students	5500 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours Certificated staff 3500 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours - certificated staff
2.19	Implementation of an African American student focus group to discuss a variety of school topics directly related to our African American students.	African American	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours
2.20	Plan schoolwide assemblies to include motivational speakers, guest speakers, and groups to increase empathy, motivation, and a growth mindset for our students.	All Students	6000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Outside services for assemblies
2.21	Actively recruit students students receiving special education services, English learners, McKinney Vento, and Foster students to be a part of student committees and clubs representing the campus.	Students with Disabilities English Learners Foster Youth Homeless	No additional cost
2.22	Implementation of viable alternatives to suspension to increase education and mentorship in changing of unacceptable behaviors on campus. When suspensions do take place, 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.	All Students	No additional cost 1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours - training
2.23	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. This will include the use of Counselor Dollars to incentivize positive behavior on campus to focus on our Guidelines For Success.	All Students	1500 LCFF 4000-4999: Books And Supplies Incentives based on Guidelines for Success

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to see a decline in office discipline and student out of school suspensions. The efforts made to build relationships with students paid off as did implementation of increased active supervision by campus assistants. The

efforts to build relationships via our SEL work, work through our Falcon's Landing, as well as student mentoring opportunities led to an increase in students feeling they are valued members of the school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not continue with plans to fund an extra campus supervisor and instead focused funds on student achievement incentives.

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 will be increased opportunities for student mentorship and for students to offer their voice on campus issues through mentoring groups and focus committees. These opportunities include the Principal's Fellows and an African American student committee.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops through sign-in sheets.	Attendance rates were at or above 5% for most parent engagement activities	For grade level family activities, parent attendance will be at least 7% of grade level enrollment. For school wide activities, parent attendance will be at least 7% of total school enrollment.
Panorama Survey-communication	Only 50% of parents responded that communication from school to home was helpful in 23-24.	75% of parents will respond that communcaition between home and school is strong.
Parent Square communication	Only 54% of our parents are registered with Parent Square.	90% of parents will be registered with Parent Square.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue providing essential programs and support services by hosting parent nights (e.g. parent	All Students	2600 Title I

	training and education, promotion guidelines, school guidelines) for identified students and families through in-person sessions or virtual formats as necessary.		1000-1999: Certificated Personnel Salaries Extra hours - Counselor 1000 LCFF 4000-4999: Books And Supplies Parent/student incentives
3.2	Update the Student-Parent Compact and Parent Involvement Policy with feedback from necessary team members and distribute to parents to strengthen home-school partnerships.	All Students	No additional cost
3.3	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 and complete needed work 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.	All Students	3500 LCFF 5000-5999: Services And Other Operating Expenditures Transportation 1200 LCFF 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff
3.4	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.	All Students	No additional cost
3.5	Prepare events to highlight site programs and accomplishments (Open House, Academy Tours, academic nights, AVID Night, Family Nights) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated to parents during these events.	All Students	5000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
3.6	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. A monthly newsletter will be drafted and communicated via Parent Square to highlight school activities and information to increase contact with families. Family surveys will be used to gather necessary information from home to implement necessary programs and activities to better serve our students.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
3.7	Host student and parent orientation day that will include the passing out of student textbooks, schedules, and student expectation material. This will include the training of new WEB leaders and their presence at the orientation day to promote Fremont Academy and introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.	All Students	2000 Title I 2000-2999: Classified Personnel Salaries Extra Hours - Classified Staff 1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff

3.8	Seek English Learner's parent feedback about EL academic programs, EL needs and school climate through surveys including EL Needs Assessment survey. Continue to meet monthly as an ELAC team with relevant agendas driven by need. Provide opportunities English Learner family nights.	English Learners	1500 Title III 1000-1999: Certificated Personnel Salaries No additional cost
3.9	Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings through the use of Save the Date announcements via Parent Square, social media, and the school website.	All Students	No additional cost
3.10	Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.	All Students	No additional cost
3.11	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.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Extra hours - Counselor
3.12	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 in-person or a virtual platform.	All Students	1000 Title I 4000-4999: Books And Supplies Supplies for Parent Involvement 2000 Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC 287 LCFF 4000-4999: Books And Supplies Supplies for Parent Involvement
3.13	Coffee with the Counselors Chats to discuss school offerings and important events dates. These chats will include opportunities to review school expectations and policies.	All Students	300 LCFF 4000-4999: Books And Supplies Parent incentives
3.14	Our ORC will call parents of chronically absent students to remind them of attendance procedures and the importance of good attendance and create individual attendance contracts to encourage students to attend school daily.	All Students	No additional cost
3.15	Support and increase participation in the current parent volunteer program by communicating need with families and teachers.	All Students	No additional cost
3.16	Implement Family And Community Engagement (FACE) Committee at the school site to include members from SSC, PTA, ELAC, Outreach Specialist, Counselor, Principal/Assistant Principal, etc.	All Students	No additional cost
3.31			

3.32			
3.34			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to effectively reach parents by providing parent evenings that generated the interests of our families. We hosted a family movie night where students and their families brought blankets, chairs, food and drink to enjoy a holiday movie night. We provided a snack bar with snacks and drinks for those that wanted to purchase instead of bring their own food. The evening was an opportubity to connect with families and bring them to campus. We also hosted a family Loteria night where families played bingo and won prizes. We had Fremont students and teachers read the Loteria cards. We reached families through Parent Square to garner the attendance we had.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We spent funds in the areas that we had planned on and there were no major variations from 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.

We are implementing more opportunities to engage parent voice through increased family surveys, committee opportunities, and parent volunteer opportunities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$79,479.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$523,208.00
Total Federal Funds Provided to the School from the LEA for CSI	$160,254.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI Funding	$160,254.00
Title I	$65,129.00
Title III	$14,350.00

Subtotal of additional federal funds included for this school: $239,733.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$148,400.00
LCFF - Intervention	$5,000.00
Prop 28	$130,075.00

Subtotal of state or local funds included for this school: $283,475.00

Total of federal, state, and/or local funds for this school: $523,208.00

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	65,129.00	0.00
Title III	14,350.00	0.00
LCFF	148,400.00	0.00
LCFF - Intervention	5,000.00	0.00
CSI Funding	160,254.00	0.00
Prop 28	130,075.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	160,254.00
LCFF	148,400.00
LCFF - Intervention	5,000.00
Prop 28	130,075.00
Title I	65,129.00
Title III	14,350.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,862.00
2000-2999: Classified Personnel Salaries	48,000.00
4000-4999: Books And Supplies	113,313.00
5000-5999: Services And Other Operating Expenditures	21,729.00
5800: Professional/Consulting Services And Operating Expenditures	176,304.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	160,254.00
1000-1999: Certificated Personnel Salaries	LCFF	23,500.00
2000-2999: Classified Personnel Salaries	LCFF	11,700.00
4000-4999: Books And Supplies	LCFF	93,700.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,500.00
4000-4999: Books And Supplies	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	112,962.00
4000-4999: Books And Supplies	Prop 28	17,113.00
1000-1999: Certificated Personnel Salaries	Title I	15,400.00
2000-2999: Classified Personnel Salaries	Title I	35,000.00
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,229.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title III	8,500.00
2000-2999: Classified Personnel Salaries	Title III	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	439,208.00
Goal 2	60,613.00

Goal 3	23,387.00

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 -	Classroom Teacher
Jennifer Estes - secretary	Classroom Teacher
Joy Fedele	Classroom Teacher
Emmanuel Mejia	Other School Staff
Jasmine Duron - Chairperson	Parent or Community Member
Victor Sepulveda	Parent or Community Member
Ashley Gonzalez	Parent or Community Member
Maria Corpus	Secondary Student
Karina Camacho	Secondary Student
Lily Marroquin	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
	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 28, 2024.

Attested:

Principal, Dave De Los Santos on May 28, 2024

SSC Chairperson, Jasmine Duron on May 28, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norma Harrington Elementary School	56725386055297	5/15/24	8/21/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Norma Harrington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Norma Harrington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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 lin anguage 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 serve students through 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 the Writing Standards.

Harrington will continue to ensure the Strategic Plan, as well as the student profile, are being addressed, so that the whole child is learning and making adequate academic growth. This is aligned with our vision and mission. Our Vision at Harrington is we are creating a learning community which encourages all students/scholars to strive for academic and social- emotional success. Our Mission at Harrington is we ensure all of our student receive an equitable education rich in collaboration, problem solving, and global thinking for lifelong success.

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 exemplary 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.
- Harrington will address student needs through the MTSS system and provide necessary intervention and enrichment.
- Harrington will engage students actively in the learning process.
- Student foundational skills data will be monitored weekly (reading & math) and rigor will be increased 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.

Educational Partner Involvement

How, when, and with whom did Norma Harrington Elementary 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 and social emothional goals to target student needs. This information is shared with School Site Council and the English Learner Advisory Committee during SPSA development. School Site Council will meet with educational partners at least six times a year and revise 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.

This section is required for all schools eligible for ATSI and CSI.

In order to better address the needs of our students, it is imperative that we adopt a more systematic approach to collaboration and data review. This year, our focus will be on enhancing our understanding and implementation of effective Common Core Standards-based instruction. We aim to utilize this knowledge to drive collaboration within grade levels and across our various instructional programs, including Biliteracy and SDC. However, our efforts are hindered by a shortage of substitute teachers within our district. This shortage poses challenges in ensuring consistent, high-quality instruction. For instance, teachers of Dual Language Instruction were unable to attend training sessions for the Biliteracy Units due to the lack of available substitutes. Additionally, our early reading literacy teacher has been on leave since October 2023, and finding a replacement has proven difficult. Similarly, our special education resource program has been impacted by a substitute teacher filling in for a teacher on medical leave. Furthermore, the shortage of substitute teachers has prevented us from adequately staffing training sessions for PBIS and NCPI this year. Prior to this shortage, our substitute funds were primarily allocated towards full-day IEP meetings.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We are in the "RED" category for Chronic Absenteeism. 33.6% of our population was Chronically Absent. To address this the Outreach Specialist, Attendance Clerk, and Counselor have been actively making calls, conducting house visits, and holding meetings to ensure that our students are staying home only when they are genuinely ill. In Mathematics, we are in "YELLOW" and are currently standard 76.5 points below the standard, showing an improvement of 16.7 points. While this is progress, we recognize that there is still work to be done. Collaborating with our Mathematics Manager and their team, we have implemented Building Thinking Classroom for Mathematics and are actively working to enhance our first instruction. Additionally, we are utilizing Zearn to bolster our math curriculum. In English Language Arts, we are in "YELLOW" and we are currently 58.3 points below the standard, with an increase of 4.7 points. Despite this improvement, we acknowledge that we have not yet reached our desired level. To address this, we are prioritizing professional development opportunities for our Biliteracy Units to refine our first instruction.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The areas of concern in all students' performance include Language Arts, Math, and Chronic Absenteeism. For each of these areas, we have devised plans for improvement. In Language Arts, we will prioritize additional professional development in Biliteracy Units to enhance teachers' first instruction. For Math, we will continue working closely with our math manager and their team to refine our instructional approach. Addressing Chronic Absenteeism involves a concerted effort from our team, including the Outreach Specialist, Attendance Clerk, and Counselor. They will conduct home visits, make calls, and hold meetings to ensure that students are absent only when genuinely ill.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition, we will use Star Data and Panorama Data to ensure we are reaching all students. Teachers will review the Star Data results at least three times a year, if not more frequently. This data will help guide their first instruction and planning. Teachers will also use the Biliteracy Units to inform their planning and instruction for Language Arts. For Math, we will continue to collaborate with our math manager to ensure all students are making adequate academic growth based on the Stgar Data. The Panorama Data will be utilized by both counselors and teachers to deliver social-emotional lessons tailored to students' needs. Our goal is to ensure that all students show growth in self-management, emotional regulation, and social awareness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norma Harrington Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	0.20%		0	1
Asian	0.18%	0%	%	1	0	
Filipino	0.73%	0.37%	0.40%	4	2	2
Hispanic/Latino	96.72%	98.52%	98.42%	530	532	498
Pacific Islander	%	0%	%		0	
White	1.82%	1.11%	0.79%	10	6	4
Multiple/No Response	0.55%	0%	0.20%	3	0	1
			Total Enrollment	548	540	506

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	105	76
Grade 1	103	73	75
Grade 2	87	102	75
Grade3	76	80	99
Grade 4	102	82	77
Grade 5	105	98	78
Total Enrollment	548	540	506

Conclusions based on this data:

Our student population consists of the following: 1 African American, 2 Filipinos, 498 Latinos, 4 Pacific Islanders, and 1 student who did not respond. We ensure we know who these students are because we want to provide all the materials they need and strive to be equitable. Understanding our population helps us be culturally responsive to our students' needs and ensures we follow the district's Strategic Plan. Our student enrollment is decreasing due to reasons beyond our control. When we learn that a student is leaving our school, our office staff talks to the parents. Usually, the reasons involve the need to relocate for personal and financial reasons.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	396	383	334	67.70%	72.3%	66.0%
Fluent English Proficient (FEP)	52	49	53	12.50%	9.5%	10.5%
Reclassified Fluent English Proficient (RFEP)				10.3%		

Conclusions based on this data:

Last year, we successfully reclassified 49 students. However, this year, the number decreased to 37 students, marking a reduction of 12 students compared to the previous year. As our staff diligently addresses the instructional needs of our students, particularly in their English language development, we anticipate an increase in the number of students achieving the required scores for reclassification. Our teachers and staff have been deliberate in providing initial reading instruction tailored to English Learners, equipping them with the essential skills to excel in the ELPAC assessment.

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	77	26	34%	17	22%	21	27%	13	17%	Level 2	762
Grade 1	59	29	49%	9	15%	13	22%	8	14%	Level 1	785
Grade 2	70	54	77%	10	14%	6	9%	0	0%	Level 1	833

Conclusions based on this data:

This year, we have seen an increase in our growth. We will continue to focus on our initial instruction to provide students with the basic foundational skills and critical thinking skills necessary to continue making progress on the Star Early Literacy Test. For the Spanish Star Early Literacy in kindergarten and first grade, 70% of students were at benchmark and on watch levels, while 30% were at the intervention level. This year, we aim to maintain these numbers and continue our growth.

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	72	40	56%	18	25%	13	18%	1	1%	Level 1	857
Grade 3	97	55	57%	24	25%	10	10%	8	8%	Level 1	914
Grade 4	71	30	42%	15	21%	16	23%	10	14%	Level 1	981
Grade 5	73	30	41%	15	21%	24	33%	4	5%	Level 1	1001

Conclusions based on this data:

This year, we have observed significant growth. We will continue to emphasize strong firs instruction to equip students with essential foundational and critical thinking skills, ensuring continued progress on the Star Early Literacy Test. In the Spanish Star Early Literacy assessment for kindergarten and first grade, 70% of students achieved benchmark or on watch levels, while 30% were at the intervention level. In first grade, 79% of students achieved benchmark or on watch levels, with 21% at the intervention level. In second grade, 64% achieved benchmark or above, and 36% were at the intervention level. In third grade, 54% were at benchmark or above, and 45% were at the intervention level. In fourth grade, 50% of students were at benchmark or above, and 50% were at the intervention level. Finally, in fifth grade, 66% of students achieved benchmark or above, with 34% at the intervention level. We are growing at a good rate in Spanish, which is the first language for most of our students. Our goal for this year is to maintain these achievements and foster further growth.

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%	30	39%	15	20%	3	4%	Level 2	820
Grade 2	73	47	64%	20	27%	4	5%	2	3%	Level 1	862
Grade 3	101	47	47%	29	29%	19	19%	6	6%	Level 1	934
Grade 4	77	31	40%	26	34%	17	22%	3	4%	Level 2	982
Grade 5	78	40	51%	14	18%	12	15%	12	15%	Level 1	1007

Conclusions based on this data:

In math, we still have a long way to go, but we have made significant progress. This year, we implemented use of more IABs, a Math Lab for intervention, and Building Thinking Classrooms structures, and worked closely with our district's math manager. Our end-of-year data shows notable growth: First grade exceeded expectations by 32%, Second grade by 40%, Third grade by 47%, Fourth grade by 47%, and Fifth grade by 49%. We will continue to support our students to ensure they make adequate growth.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		79	76		79	73		79	73		100.0	96.1
Grade 4		107	80		107	79		107	79		100.0	98.8
Grade 5		107	95		104	95		104	95		97.2	100.0
All Grades		293	251		290	247		290	247		99.0	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2356.		1.27	9.59		8.86	13.70		27.85	24.66		62.03	52.05
Grade 4		2404.	2394.		3.74	7.59		15.89	21.52		21.50	13.92		58.88	56.96
Grade 5		2462.	2470.		16.35	13.68		22.12	31.58		20.19	17.89		41.35	36.84
All Grades	N/A	N/A	N/A		7.59	10.53		16.21	23.08		22.76	18.62		53.45	47.77

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.48		58.23	60.27		40.51	34.25
Grade 4		6.54	2.53		62.62	55.70		30.84	41.77
Grade 5		12.50	8.42		57.69	63.16		29.81	28.42
All Grades		7.24	5.67		59.66	59.92		33.10	34.41

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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	4.11		36.71	47.95		62.03	47.95
Grade 4		1.87	2.53		47.66	54.43		50.47	43.04
Grade 5		18.27	10.53		42.31	62.11		39.42	27.37
All Grades		7.59	6.07		42.76	55.47		49.66	38.46

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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	6.85		70.89	72.60		22.78	20.55
Grade 4		5.61	8.86		74.77	65.82		19.63	25.32
Grade 5		8.65	13.68		70.19	65.26		21.15	21.05
All Grades		6.90	10.12		72.07	67.61		21.03	22.27

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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	9.59		58.23	57.53		41.77	32.88
Grade 4		2.80	3.80		71.03	68.35		26.17	27.85
Grade 5		11.54	11.58		58.65	65.26		29.81	23.16
All Grades		5.17	8.50		63.10	63.97		31.72	27.53

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Conclusions based on this data:

Although we are not yet where we would like to be, our data shows progress. In 2023-2024, 23% of our third graders met or exceeded standards on the CAASPP test. In fourth grade, 22% of students met or exceeded standards, and in fifth grade, 61% met or exceeded standards. Teachers worked every Wednesday during their collaboration, planning and analyzing data. Each team had one new teacher, but the rest of the team worked very well in supporting each other. IABs were taken frequently in each grade level. The Biliteracy Units were implemented to the best of our ability, ensuring that all standards were taught and mastered by the students. There was also extensive planning with the DLI TOSA. We will continue to focus on our first instruction to provide students with the foundational and critical thinking skills necessary to move them across proficiency bands, aiming for them to meet or exceed standards. While we made positive growth last year, we recognize that a significant number of students are still not making the progress they need to. As a site, we will review our instructional program to better meet the needs of these students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		79	76		79	73		79	72		100.0	96.1
Grade 4		107	80		107	77		107	77		100.0	96.3
Grade 5		107	95		104	95		104	95		97.2	100.0
All Grades		293	251		290	245		290	244		99.0	97.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2357.		0.00	2.78		6.33	8.33		25.32	26.39		68.35	62.50
Grade 4		2396.	2398.		0.93	1.30		9.35	10.39		30.84	29.87		58.88	58.44
Grade 5		2433.	2461.		5.77	10.53		15.38	15.79		23.08	32.63		55.77	41.05
All Grades	N/A	N/A	N/A		2.41	5.33		10.69	11.89		26.55	29.92		60.34	52.87

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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	2.78		33.33	41.67		66.67	55.56
Grade 4		2.80	2.60		38.32	37.66		58.88	59.74
Grade 5		5.77	8.42		37.50	48.42		56.73	43.16
All Grades		3.11	4.92		36.68	43.03		60.21	52.05

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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	5.56		40.51	37.50		58.23	56.94
Grade 4		1.87	2.60		42.06	46.75		56.07	50.65
Grade 5		4.81	9.47		45.19	48.42		50.00	42.11
All Grades		2.76	6.15		42.76	44.67		54.48	49.18

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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	1.39		53.16	55.56		41.77	43.06
Grade 4		2.80	1.30		47.66	51.95		49.53	46.75
Grade 5		5.77	4.21		50.96	75.79		43.27	20.00
All Grades		4.48	2.46		50.34	62.30		45.17	35.25

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Conclusions based on this data:

In 2023-2024, we saw growth in math. Our results showed that 28% of third graders, 22% of fourth graders, and 35% of fifth graders were meeting or exceeding standards. Reflecting on this progress, our teachers adopted a more systematic approach to planning, utilizing the Wednesday banking day for collaboration. Throughout the year, teachers worked together to align their instruction with standards and address the needs of students at all levels. Specifically, teachers focused on growth and targeted their first instruction to help students advance through the proficiency bands. Their instruction was guided by STAR Data, IABs, and Math Lab. Additionally, we implemented Building Thinking Classrooms with support from our district math manager, adapting our teaching methods accordingly. We will continue our efforts to move students across proficiency bands, with the goal of having more students meet or exceed standards. Our commitment remains to provide students with the high-quality instruction necessary to meet their diverse academic needs

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1392.7	1408.4		1401.5	1374.9		1372.4	49	0	69
1	1437.2	*	1431.7	1453.3	*	1441.8	1420.7	*	1421.1	23	7	61
2	1488.3	1472.6	1453.0	1489.3	1481.7	1458.1	1486.7	1463.0	1447.5	52	63	68
3	1468.4	1490.8	1485.5	1468.2	1493.8	1489.6	1468.2	1487.2	1481.0	79	56	50
4	1503.1	1519.6	1534.8	1497.6	1521.7	1540.4	1508.3	1516.9	1528.7	63	75	42
5	1514.4	1537.4	1561.8	1506.2	1530.9	1561.3	1522.1	1543.2	1561.8	45	44	44
All Grades										311	245	334

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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		10.14	25.00		23.19	45.83		37.68	25.00		28.99	48		69
1	8.70	*	4.92	26.09	*	24.59	34.78	*	47.54	30.43	*	22.95	23	*	61
2	9.62	6.90	10.29	59.62	50.00	32.35	25.00	32.76	36.76	5.77	10.34	20.59	52	58	68
3	2.56	12.50	18.00	25.64	41.07	28.00	46.15	32.14	40.00	25.64	14.29	14.00	78	56	50
4	15.87	24.00	42.86	33.33	42.67	30.95	39.68	24.00	21.43	11.11	9.33	4.76	63	75	42
5	11.11	31.82	40.91	40.00	36.36	43.18	35.56	18.18	15.91	13.33	13.64	0.00	45	44	44
All Grades	8.41	17.99	18.56	34.95	43.10	29.64	38.83	27.62	34.73	17.80	11.30	17.07	309	239	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.14	27.08		20.29	35.42		39.13	27.08		30.43	48		69
1	21.74	*	11.48	30.43	*	36.07	34.78	*	34.43	13.04	*	18.03	23	*	61
2	32.69	29.31	14.71	42.31	41.38	32.35	23.08	25.86	35.29	1.92	3.45	17.65	52	58	68
3	14.10	25.00	36.00	48.72	46.43	36.00	19.23	19.64	10.00	17.95	8.93	18.00	78	56	50
4	25.40	45.33	52.38	44.44	33.33	38.10	23.81	14.67	7.14	6.35	6.67	2.38	63	75	42
5	22.22	43.18	59.09	53.33	38.64	36.36	15.56	6.82	4.55	8.89	11.36	0.00	45	44	44
All Grades	20.71	35.98	26.95	42.72	38.91	32.34	23.95	17.57	24.55	12.62	7.53	16.17	309	239	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		4.35	10.42		18.84	62.50		47.83	25.00		28.99	48		69
1	4.35	*	4.92	21.74	*	11.48	30.43	*	40.98	43.48	*	42.62	23	*	61
2	3.85	3.45	5.88	51.92	32.76	29.41	30.77	39.66	35.29	13.46	24.14	29.41	52	58	68
3	0.00	5.36	8.00	11.54	28.57	18.00	50.00	35.71	38.00	38.46	30.36	36.00	78	56	50
4	14.29	8.00	11.90	17.46	34.67	45.24	39.68	41.33	28.57	28.57	16.00	14.29	63	75	42
5	4.44	20.45	29.55	22.22	27.27	25.00	51.11	36.36	36.36	22.22	15.91	9.09	45	44	44
All Grades	4.85	8.79	9.58	21.68	31.38	23.65	45.31	38.08	38.62	28.16	21.76	28.14	309	239	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		18.84	75.00		56.52	16.67		24.64	48		69
1	34.78	*	26.23	56.52	*	65.57	8.70	*	8.20	23	*	61
2	15.38	24.14	19.12	84.62	70.69	69.12	0.00	5.17	11.76	52	58	68
3	24.36	33.93	22.00	53.85	58.93	68.00	21.79	7.14	10.00	78	56	50
4	30.65	61.33	57.14	54.84	32.00	38.10	14.52	6.67	4.76	62	75	42
5	17.78	22.73	47.73	68.89	63.64	47.73	13.33	13.64	4.55	45	44	44
All Grades	21.43	38.08	29.34	64.94	53.97	58.98	13.64	7.95	11.68	308	239	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.14	47.92		43.48	41.67		46.38	48		69
1	8.70	*	9.84	69.57	*	65.57	21.74	*	24.59	23	*	61
2	40.38	31.58	23.53	51.92	61.40	57.35	7.69	7.02	19.12	52	57	68
3	23.38	47.27	42.00	53.25	40.00	44.00	23.38	12.73	14.00	77	55	50
4	38.10	45.33	52.38	52.38	44.00	42.86	9.52	10.67	4.76	63	75	42
5	50.00	72.73	75.00	43.18	20.45	25.00	6.82	6.82	0.00	44	44	44
All Grades	29.97	46.41	31.44	51.79	44.30	47.90	18.24	9.28	20.66	307	237	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		4.35	68.75		72.46	29.17		23.19	48		69
1	13.04	*	11.48	43.48	*	37.70	43.48	*	50.82	23	*	61
2	30.77	10.53	11.76	57.69	64.91	54.41	11.54	24.56	33.82	52	57	68
3	1.28	5.36	6.00	42.31	53.57	52.00	56.41	41.07	42.00	78	56	50
4	11.11	8.00	11.90	57.14	69.33	66.67	31.75	22.67	21.43	63	75	42
5	8.89	20.45	34.09	62.22	56.82	56.82	28.89	22.73	9.09	45	44	44
All Grades	10.36	10.50	12.28	55.02	61.76	56.59	34.63	27.73	31.14	309	238	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		36.23	46.81		27.54	36.17		36.23	47		69
1	4.35	*	4.92	43.48	*	60.66	52.17	*	34.43	23	*	61
2	3.85	12.07	10.29	78.85	62.07	57.35	17.31	25.86	32.35	52	58	68
3	0.00	8.93	14.00	70.51	76.79	68.00	29.49	14.29	18.00	78	56	50
4	14.29	16.00	30.95	60.32	72.00	61.90	25.40	12.00	7.14	63	75	42
5	8.89	34.09	29.55	75.56	50.00	65.91	15.56	15.91	4.55	45	44	44
All Grades	7.79	16.32	20.36	64.94	67.36	55.09	27.27	16.32	24.55	308	239	334

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Due to changes in reclassification requirements, we must focus our efforts on providing necessary English language development instruction to help the 27% of our students who scored at Level 3 (Moderately Developed) on the ELPAC move to Level 4 (Well Developed), making them eligible for reclassification. Additionally, we need to ensure that our Level 4 students (15%) achieve reading levels comparable to their non-English Learner peers to meet reclassification criteria. Our English Learner parents are very concerned about reclassification and have committed to supporting our teachers in reclassifying our Level 3 English Language Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
540	**89.8**	**70.9**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	383	70.9
Foster Youth		
Homeless	69	12.8
Socioeconomically Disadvantaged	485	89.8
Students with Disabilities	98	18.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	2	0.4
Hispanic	532	98.5
White	6	1.1

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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. The areas of concern in all students' performance include Language Arts, Math, and Chronic Absenteeism. For each of these areas, we have devised plans for improvement. In Language Arts, we will prioritize additional professional development in Biliteracy Units to enhance first instruction. For Math, we will continue working closely with our math manager and their team to refine our instructional approach. Addressing Chronic Absenteeism involves a concerted effort from our team, including the Outreach Specialist, Attendance Clerk, and Counselor. They will conduct home visits, make calls, and hold meetings to ensure that students are absent only when

genuinely ill. Furthermore, we must maintain our focus on PBIS strategies to reduce suspension rates and address the social-emotional needs of our students.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
58.3 points below standard	62 points below standard	1 Student
Increased +4.7 points	Increased +5 points	
245 Students	193 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
58.9 points below standard	59.5 points below standard	158.7 points below standard
Increased +13 points	Increased +3.9 points	Decreased -8.6 points
37 Students	223 Students	53 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 59.2 points below standard Increased +7.1 points 239 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
69.5 points below standard Increased +10 points 131 Students	46.1 points below standard Decreased -11.5 points 62 Students	61.9 points below standard Decreased -4.2 points 42 Students

Conclusions based on this data:

The data indicates a pressing need to employ methods that effectively address the needs of our English Learner and Hispanic students. As we prioritize collaboration to inform our instructional planning, it's essential to consider the growth rates of all students, particularly focusing on English Learners and Hispanic students. Our primary focus is on academic language development, as it is crucial for facilitating growth within these student groups.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
76.5 points below standard	78.6 points below standard	1 Student
Increased Significantly +16.7 points	Increased Significantly +15.5 points	
243 Students	191 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Orange
57.9 points below standard	78.3 points below standard	161.3 points below standard
Increased Significantly +30.7 points	Increased Significantly +16 points	Increased Significantly +17.1 points
37 Students	221 Students	52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 77.4 points below standard Increased Significantly +17.8 points 237 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.3 points below standard Increased Significantly +15.1 points 130 Students	70.8 points below standard Increased +14.8 points 61 Students	80 points below standard Increased Significantly +21.7 points 42 Students

Conclusions based on this data:

While we observed growth in mathematics, a significant percentage of students across all groups are still not meeting standards. Therefore, it's imperative to examine the individual needs of these groups and utilize this information to collaborate and devise next steps for our students. Specifically, we intend to involve our students in data discussions to ensure they understand the expectations set for them. Our ongoing efforts will remain focused on delivering high-quality first instruction to all students, with a keen awareness of the needs of our English Learner and Hispanic students. Additionally, we are implementing Building Thinking Classrooms and Zearn supplemental materials in our math curriculum to further support student learning.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
58.2% making progress towards English language proficiency
Number of EL Students: 141 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.

2023 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	45	1	81

Conclusions based on this data:

We were able to decrease the number of students scoring in level one by 14 % and we are maintaining our students between levels two and three at 45 %. We have 81 % that are progressing one level. We would like to see the remaining 19% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
33.6% Chronically Absent	32.1% Chronically Absent	1 Student
Increased Significantly 7.4	Increased Significantly 6.8	
553 Students	393 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
29.5% Chronically Absent	33.5% Chronically Absent	46.6% Chronically Absent
Maintained 0.4	Increased Significantly 6.4	Increased 4.6
78 Students	498 Students	116 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 33.7% Chronically Absent Increased Significantly 7.5 543 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

Based on the data and reflecting on the strategies implemented last year, it's evident that an individualized plan for our chronically absent students is necessary. Therefore, our school counselor has prioritized this group, aiming to increase their attendance rates. We will develop a tailored plan that addresses the specific needs of these students. Additionally, our Outreach Specialist will collaborate with the counselor to establish a student incentive program.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
1.2% suspended at least one day	1% suspended at least one day	1 Student
Declined -0.3	Maintained -0.2	
568 Students	400 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Green
3.8% suspended at least one day	1.4% suspended at least one day	1.7% suspended at least one day
Increased 3.8	Maintained -0.1	Declined -2.6
80 Students	513 Students	120 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 1.1% suspended at least one day Declined -0.3 557 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

While our suspension rate remains within the limits set forth in our goal, we maintain a practice of reviewing suspensions on an individual basis. This allows us to assess if expectations and procedures need adjustments to ensure every student has the opportunity for success.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-2024: 3rd Grade Exceeded or Met: 33% Nearly Met: 25% Not Met : 53% 4th Grade Exceeded or Met: 37% Nearly Met: 21% Not Met: 42% 5th Grade Exceeded or Met: 50% Nearly Met: 13% Not Met: 37%	2024-2025: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 43 % 4th Grade will increase to 47 % 5th grade will increase to 60%
CAASPP Math	2023-2024: 3rd Grade Exceeded or Met :22% Nearly Met:25% Not Met:53% 4th Grade Exceeded or Met: 22%	2024-2025: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level. 3rd Grade will increase to 32% 4th Grade will increase to 32%

	Nearly Met:31% Not Met:47% 5th Grade Exceeded or Met: 36% Nearly Met:24% Not Met:40%	5th grade will increase to 46%
Reclassification	2023-2024: 46 English Learners were reclassified.	2024-2025: Reclassify 20% of 395 EL (80 students or more).
Star Early Literacy - English	2023-2024: Current domain mastery is at 31%	2024-2025: Domain mastery will exceed 41% .
Star Early Literacy - Spanish	2023-2024: Current domain mastery is at 70 %	2024-2025: Domain mastery will exceed 80%.
Star Reading - English	2023-2024: 1st Grade Above/Watch: 35% Intervention/Urgent: 65% 2nd Grade Above/Watch: 60% Intervention/Urgent: 40% 3rd Grade Above/Watch: 20% intervention/Urgent: 80% 4th Grade Above/Watch: 38% Intervention/Urgent: 62% 5th Grade Above/Watch: 44% Intervention/Urgent: 56%	2024-2025: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increase to 45% 2nd grade will increase to 70% 3rd grade will increase to 30% 4th grade will increase to 48% 5th grade will increase to 54%
Star Reading - Spanish	2023-2024: 1st Grade Above/On Watch: 79% Intervention/Urgent: 21% 2nd Grade Above/On Watch: 64% Intervention/Urgent: 36% 3rd Grade Above/ On Watch: 54% Intervention/Urgent: 45% 4th Grade: Above/ On Watch: 50% Intervention/Urgent: 50%	2024-2025: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increse to 89% 2nd grade will increase to 74% 3rd grade will increase to 64% 4th grade will increase to 60% 5th grade will increase to 76%

	5th Grade: Above/On Watch:66% Intervention/Urgent:34%	
Star Math	2023-2024: 1st Grade Above/On Watch: 38% Intervention/ Urgent: 62% 2nd Grade Above/On Watch: 40% Intervention/ Urgent: 60% 3rd Grade Above/On Watch: 47% Intervention/Urgent: 53% 4th Grade Above/On Watch : 47% Intervention/Watch: 53% 5th Grade Above/On Watch: 49% Intervention/Urgent: 51%	2024-2025: Focus on growth from level to level: 10% of students from each level will increase their score in order to move to the next level. 1st grade will increase to 48% 2nd grade will increase to 50% 3rd grade will increase to 57% 4th grade will increase to 57% 5th grade will increase to 59%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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, Lexia and ST Math to ensure students are showing adequate growth.	All Students	No additional cost
1.2	Instructional materials and supplies will be provided to support learning.	All Students English Learners Foster Youth Socioeconomically Disadvantaged Homeless Students with Disabilities	12000 LCFF 4000-4999: Books And Supplies Warehouse supplies 6000 LCFF 4000-4999: Books And Supplies Matrerials and supplies
1.3	All teachers will continue implementation of best practices with emphasis on first instruction. The site will support professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms. Teachers will also	All Students English Learners Students with Disabilities	2000 LCFF 1000-1999: Certificated Personnel Salaries Professional Development for TK

	attend CABE for professional development to support English learners. The goal is to support students to perform at grade level. Collaboration time includes teacher planning, vertical teaming, and data analysis. Teachers will include universal access time to daily instruction.		3000 Title III 1000-1999: Certificated Personnel Salaries Professional Development for ELD 3000 Title III 1000-1999: Certificated Personnel Salaries Professional Development for Math 6748 Title III 5800: Professional/Consulting Services And Operating Expenditures Fees for CABE attendance
1.4	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
1.5	Addiitonal books will be provided to allow students more access to literature and nonfiction texts.	All Students English Learners	6000 LCFF 4000-4999: Books And Supplies DLI books 4000 Title I 4000-4999: Books And Supplies DLI books 4000 Title III 4000-4999: Books And Supplies DLI books
1.6	Use Illuminate database to provide information for teachers to collaborate regarding formative and summative assessments.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Illuminate contract
1.7	Students will be provided with Reading and Math Enrichment and/or Intervention strategies.	All Students English Learners Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	1226 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Time 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
1.8	The Literacy Intervention Teacher (LIT) and the Intervention Service Provider (ISP), will provide reading intevention to identified students to support growth in literacy.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher salary 27156 Title I 2000-2999: Classified Personnel Salaries Intervention Service Provider salary
1.9	Students will earn incentives to promote academic achievement and positive attendance.	All Students	6000 LCFF 4000-4999: Books And Supplies Incentives-Academics & Attendance
1.10	Support enrichment and student experiences linked to Biliteracy Units, NGSS Science Standards, Common Core Standards, and strand focus.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	2000 LCFF 4000-4999: Books And Supplies NGSS Science, Common Core Standards supplies 1000 LCFF 4000-4999: Books And Supplies GATE program support/Enrichment 4000 Title III 5000-5999: Services And Other Operating Expenditures Field trips to support Common Core Standards 6000 LCFF 5000-5999: Services And Other Operating Expenditures Field trips to support Common Core Standards
1.11	Monthly meetings will be scheduled to monitor student progress either through Student Success Team Meetings to address the emotional and adcademic needs of at-promise students.	All Students	4640 Title III 1000-1999: Certificated Personnel Salaries Teacher Subs 3000 LCFF 1000-1999: Certificated Personnel Salaries Teacher subs District Funded 1000-1999: Certificated Personnel Salaries

			School counselor 5000 Title I 1000-1999: Certificated Personnel Salaries Teacher Subs
1.12	Monthly Star Reading, Early Literacy and Math Assessments will be administered to monitor student progress.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
1.13	Supplemental literature, texts and materials will be purchased to support English Language Development.	English Learners	1000 LCFF 4000-4999: Books And Supplies Books and materials
1.14	District Technology Technician will maintain equipment and software to support student learning through technology.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified salary: Site Tech
1.15	Replenishment of technology and equipment and purchase of online subscriptions to ensure students have the tools they need to learn.	All Students	2775 LCFF 4000-4999: Books And Supplies Computers Equipment 3000 LCFF 4000-4999: Books And Supplies Replenish Laptops/keyboards 2500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions 1000 LCFF 4000-4999: Books And Supplies replenish headphones
1.16	Teachers will have use of the Xerox, Duplo and laminating machines.	All Students	2000 LCFF 4000-4999: Books And Supplies Maintenance agreements
1.17	Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students' academic progress.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for teachers
1.19	Provide transition activities for incoming kindergarten students.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Time-Kinder workshops

1.20	Provide middle school transition presentations to 5th grade students prior to end of the year.	All Students	No additional cost
1.21	Special Education transition meetings will be held to support students transitioning to middle school.	Students with Disabilities	No additional cost
1.22	Addiitonal books and materials will be provided to special education students to provide more access to literature and nonfiction texts.	Students with Disabilities English Learners	2000 LCFF 4000-4999: Books And Supplies Materials for SDC
1.23	A music teacher will support the strand focus.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary: Extra Support Teacher 7159 LCFF 4000-4999: Books And Supplies Instruments/ Materials
1.24	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.	All Students	ASES
1.25	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.	All Students	ASES
1.26	Supplemental literacy and math instruction will be provided in After School program.	All Students	ASES
1.27	Students will set goals and chart Star Reading and Math scores throughout the year.	All Students	No additional cost
1.28	An Art Teacher and program will complement our existing music curriculum thus providing support and a path to a true Comprehensive Arts Program at Harrington. Prop 28 funds will be used.	All Students	77,971 Prop 28 1000-1999: Certificated Personnel Salaries Art teacher salary & benefits 18,533 Prop 28 4000-4999: Books And Supplies Art supplies

1.31	The school's Accelerated Reader reading program will be supported by the Library/Media Tech. Students will earn incentives for meeting AR goals.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary: Library/Media Tech 1251 LCFF 4000-4999: Books And Supplies Incentives-AR 6000 Title I 4000-4999: Books And Supplies Incentives-AR celebrations

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Harrington School engages in weekly collaboration sessions to implement instructional strategies outlined in the School Plan for Student Achievement (SPSA). Despite contracting a Literacy Intervention Teacher to support reading, inconsistent student intervention resulted from substitute shortages and medical leave. To tackle low math scores, the school is closely working with the district math manager and plans to establish an afterschool math lab for fourth and fifth graders. There's a focus on improving knowledge of Common Core Standards to enhance initial instruction and meet student needs effectively. Additionally, the biliteracy program expanded to include fifth grade, resulting in growth in Spanish proficiency, with ongoing collaboration planned to ensure continued progress in both languages.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Throughout the school year, teachers identified the need for additional materials and supplies to support the teaching of literature and oracy in social sciences and science, particularly in the biliteracy classes from Kindergarten through 5th grade. Consequently, the school allocated more funds towards purchasing materials and facilitating staff collaboration during and after school hours. However, some funds earmarked for interventions were not utilized due to challenges in securing teachers to provide afterschool interventions. To enhance first instruction and meet the diverse needs of students, the school plans to focus on having one InterventionService Provider teacher working with 3rd to 5th-grade students, aiming to foster growth in both Spanish and English proficiency.

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, our primary focus is on enhancing our first instruction practices and deepening our understanding of Common Core Standards. Teachers will actively engage in Professional Learning Communities (PLCs) to refine their instructional approaches and ensure alignment with the Common Core standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was less than 1%.	Continue 1% or lower suspension rate.
Attendance Rate	ADA in 23-24 was 95%.	ADA of 96%.
Behavior Referrals	50 Behavior referrals	Reduce behavior referrals by 10%
Panorama Teacher Perception Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th grade Students	Spring 2024 Panorama Data: Kinder- 2nd Grade Emotion Regulation: 72% Self-Management: 56 % Social Awareness: 72% 3rd-5th Grade Emotion Regulation: 59% Growth Mindset: 72% Self-Management: 62% Sense of Belonging: 72% Social Awareness: 64% Teacher-Student Relationships: 79%	Spring 2025 Panorama Data: Kinder-2nd Grade: Increase positive Panorama survey results by 10%: Emotion Regulation: 82% Self-Management: 66% Social Awareness: 82% 3rd-5th Grades: Increase positive Panorama survey results by 10%: Emotion Regulation: 69% Growth Mindset: 82% Self-Management:72% Sense of Belonging: 82% Social Awareness: 74%

		Teacher-Student Relationship: 89%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Leadership and PBIS team will meet monthly to review behavioral expectations schoolwide using the CHAMPS framework to teach students and modify safety procedures.	All Students	2000 LCFF 4000-4999: Books And Supplies Recess activities/playground equipment 2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher-extra time
2.2	Students can earn behavior incentives through the use of GROWL tickets which reinforce the school's PBIS guidelines.	All Students	1000 LCFF 4000-4999: Books And Supplies Incentives-behavior
2.3	Students and staff will participate in the Panorama survey for data collection related to student and staff perceived social emotional health and safety.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contract
2.5	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.	All Students	No additional cost
2.6	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. Students will be able to participate in the Bear Den and have opportunities to build relationships with other classmates .	All Students English Learners Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salary: Counselor 1000 LCFF 4000-4999: Books And Supplies Bear Den Materials
2.7	We will have one extra campus supervisor who will cover all blind spots within the playground. The presence of an extra supervisor will enable us to effectively monitor all areas, mitigate any potential hazards, and maintain a secure environment for our students.	All Students	27861 LCFF 2000-2999: Classified Personnel Salaries Extra supervision
2.8	Development of the Safety Plan, which includes the safety drill schedule, will support emergency readiness. A schedule of practice drills (fire, earthquake, evacuation, Lockdown 1 and	All Students	No additional cost

	Lockdown 2, as well as student and family re-unification) will be created.		
2.9	Campus Assistant support will be provided in designated safety areas including before school and after school bus supervision, cafeteria supervision, crossing guard, and gate dismissal.	All Students	1000 LCFF 2000-2999: Classified Personnel Salaries Playground aide extra support
2.21			
2.31			
2.33			
2.34			
2.36			
2.37			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Attendance Tech and Outreach Resource Consultant worked diligently to improve our attendance rate. Last year, our attendance rate was 94%, and this year, it increased to 95%. The consultant made house visits to students when they were absent to check on their well-being and stayed in contact with families until the students returned to school, primarily due to illness. Regarding behavior referrals, we decreased the number from 72 to 50, and our goal is to further reduce this by 10%. Additionally, our students took the Panorama Survey, providing valuable data on Growth Mindset, Self-Management, Emotional Regulation, Teacher-Student Relationships, and Sense of Belonging. We aim to use this Panorama data to improve self-management from 56% to at least 70% or higher for our second-grade group. We will also work on enhancing students' emotional regulation, self-management, and social awareness, aiming to increase these from 59% to 70% or higher for the third, fourth, and fifth graders. Our counselor will continue to provide class lessons and will support teachers so they can also conduct lessons in these areas.

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 allocated accordingly, and there were no significant 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 have allocated funds to purchase equipment and will implement activities aimed at improving unstructured time. We anticipate that this initiative will decrease the number of referrals and help students learn appropriate play behaviors.

Additionally, due to the decrease in campus assistants, we will allocate additional funding from our site funds to cover this gap. Furthermore, we will continue providing monthly training sessions for our campus supervisors.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA. 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 .	All Students English Learners Foster Youth Students with Disabilities Homeless	500 LCFF 2000-2999: Classified Personnel Salaries Child care, clerical extra help

	Hold a minimum of 6 School Site Council and ELAC meetings, each (with child care).	Socioeconomically Disadvantaged	
3.3	Opportunities for parent education will be provided. Parents will be invited to the CABE conference.	English Learners Socioeconomically Disadvantaged	2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Costs for parents to attend CABE 3903 Title I 5800: Professional/Consulting Services And Operating Expenditures Costs for parents to attend CABE
3.4	Two TK/K orientations will be held to welcome families new to the site and provide valuable infromation. One will be at the end of the year and one at the start of the year.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help
3.8	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.	All Students	No additional cost
3.9	Parent Compact will be shared with each parent in the school to support the family/school partnership.	All Students	No additional cost
3.10	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 Parent Square, bulletin, phone calls, text, web site, flyers, marquee and X.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square contract
3.11	Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).	English Learners	No additional cost
3.13	Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.	All Students English Learners	2000 Title III 2000-2999: Classified Personnel Salaries Translation
3.14	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.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Subs
3.15	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. Extra hours will be provided for the custodian, teachers and the counselor to support family nights.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher extra help 1000 LCFF

			2000-2999: Classified Personnel Salaries Custodian extra hours 2000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help 2000 Title I 1000-1999: Certificated Personnel Salaries Counselor extra help
3.21			
3.22			
3.26			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 Parent Square 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 involvement and engagement.

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 allocated accordingly, and there were no significant 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, aiming to enhance overall communication with families. Additionally, we will continue sending out parent messages via text and utilize CANVAS to ensure our parents are well-informed. These efforts are expected to increase parent engagement at Harrington.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$76,447.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$285,223.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,059.00
Title III	$27,388.00

Subtotal of additional federal funds included for this school: $76,447.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$111,046.00
LCFF - Intervention	$1,226.00
Prop 28	$96,504.00

Subtotal of state or local funds included for this school: $208,776.00

Total of federal, state, and/or local funds for this school: $285,223.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	49,059	0.00
Title III	27,388	0.00
LCFF	111,046	0.00
LCFF - Intervention	1,226	0.00
Prop 28	96,504	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	111,046.00
LCFF - Intervention	1,226.00
Prop 28	96,504.00
Title I	49,059.00
Title III	27,388.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,837.00
2000-2999: Classified Personnel Salaries	59,517.00
4000-4999: Books And Supplies	89,718.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,151.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	13,000.00
2000-2999: Classified Personnel Salaries	LCFF	30,361.00
4000-4999: Books And Supplies	LCFF	57,185.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,226.00
1000-1999: Certificated Personnel Salaries	Prop 28	77,971.00
4000-4999: Books And Supplies	Prop 28	18,533.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	27,156.00
4000-4999: Books And Supplies	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,903.00
1000-1999: Certificated Personnel Salaries	Title III	10,640.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
4000-4999: Books And Supplies	Title III	4,000.00
5000-5999: Services And Other Operating Expenditures	Title III	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	6,748.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	233,959.00
Goal 2	34,861.00
Goal 3	16,403.00

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
	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 5/29/24.

Attested:

Principal, Rosaura Castellanos on 5/29/24

SSC Chairperson, Daniel Chavez on 5/29/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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	
	English Learner Advisory Committee	3.22.24
	Other: Harrington Leadership Team	5.29.24

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 5/29/24

Attested:

Principal, Rosaura Castellanos on 5/28/24	5.29.24
SSC Chairperson, Daniel Chavez on 5/15/24	5/29/24

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339	May 13, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Kamala School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Kamala has been identified in ATSI status under the category of Students with Disabilities. The three areas with a

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Kamala School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Kamala has been identified in ATSI status under the category of Students with Disabilities. The three areas with a

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 Professional Learning Communities (PLC's), data analysis, and strategic planning. In addition, we understand the importance of building a student culture that embraces a sense of belonging and a growth mindset. FInally, we believe that a partnership with famliies and the community is a critical factor in determining student success. To achieve student success we have oultined 3 goals; (1) All students will reach high academic standards, (2) the social-emotional, health and well-being needs of students will be met in a learning environment that is safe and conducive to learning, and (3) families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

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, PLC's, 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 and an ISP funded by the site will provide targeted reading and math intervention for students in all primary grades. An intervention specialist will provide 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 eleventh year. During the 24-25 school year, all classes in kindergarten through sixth 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. These are known as BUFs, Biliteracy Unit Frameworks.

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 are engaged in many opportunities around our strand focus of Art and Technology. With Prop 28 funds, an art teacher will be provided to deliver monthly art lessons around BUF units. All art lessons, will be followed up with academic writing as it relates to the BUF unit. In addition, students will be offered Technology-centered enrichment oppoprtunities after school through the After School Program - "Burst" classes. Classes offered include videography, yearbook, graphic design, TikTok dance and much more.

All educational partners 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, parenting classes, and Cafe con Nosotros.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the performance of our students with disabilities. 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 strategic plan to identify students with chronic absences early and devise a plan with the family, find alternatives to suspension, and have the gen ed and sped teacher collaborate regularly for English Language Arts lessons.

"It's always a great day to be a Tiger / Siempre es un gran dia para ser un tigre" defines our school community. We start each day with a positive outlook and have a growth mindset in all aspects. We believe in each and every student. We see ourselves as a Kamala team. In this way, we are moving forward together to improve student achievement.

Educational Partner Involvement

How, when, and with whom did Kamala 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 23-24 SPSA strategies, input from educational partners is gathered to inform strategies for the 24-25 SPSA.

The Leadership team, teachers, and other staff meet regularly to discuss data and the effectiveness of the implemented strategies. Then, new strategies are created to align with school goals.

In addition, the SPSA is reviewed at each School Site Council meeting and with regular input from ELAC committee. For example, at an ELAC meeting the committee believed that parent workshops hosted by Disciplina Positiva were very effective and helpful. On the other hand, the parent workshops with Coach Al at Mindset Academy were not as helpful. With this input, changes were made to the SPSA.

These efforts seek perspectives and input from multiple educational partners.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

This year the office staff was short staffed all year. There were 2 office managers and 3 long-term sub office managers, a rotation of different office assistants, and an intermediate secretary who was fulflilling many roles. A lack of sufficient office staff meant that organizational and logistical needs of parents, students, and teachers were not always met in a timely manner.

In regards to ATSI status- Students with Disabilities (Chronic Absenteeism, Suspension Rate, and English Language Arts), a lack of paraeducators has meant that our middle school special education students did not have a consistent paraeducator in their SAI ELA and math class during the 23-24 school year. The lack of consistency impacted the adult in the class to build positive relationships with students which factors into absences and suspensions. In addition, inconsistent adult support prevented the teacher from creating interventions with students targeting ELA skills and standards.

Next year, we will have a permanent office manager as of August 1st and, all other staff are planned to be back, healthy and ready to start the year strong. In addition, paraeducators have been assigned to sped classes and a plan has been set with the assistance of administration to target ELA skills and standards during intervention time and build positive relationships with all students in class.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism - All students, English Learners, Socioeconomically disadvantaged, students with disabilities, Hispanic:
Plan to improve student outcomes: First, we plan to start the year identifying students with a history of chronic absenteeism. Then, we will create a plan to meet with the family and student to ensure a strategy is created to improve attendance. Throughout the year, the ORC will organize and facilitate an Attendance Club focused on tracking positive attendance and rewarding with incentives. In addition, every student of the month assembly will reward students who have perfect attendance for the month. Finally, we will continue to follow the SARB process to ensure families are aware of consequences for lack of attendance.
Title 1 funds to support: incentives/rewards prize cart, Student of the Month awards, certificates, bumper stickers.

Suspension Rate - All students, English Learners, homeless, Socioeconomically disadvantaged, students with disabilities, Hispanic:
Plan to improve student outcome: Administration has attended trainings through pupil services called "Alternatives to suspension." In addition, the administrative team will work closely with counselors with restorative justice practices in an effort for students to learn from situations rather than punish students through suspensions. Finally, as a staff, we have committed to having structured recess activities, clear expectations, and use the STOIC model school-wide to foster a sense of belonging and pride on campus.
Title 1 funds to support: signs and equipment for structured recess activities, PBIS consulting contract to support positive behavior on campus

English Language Arts and Matehmatics- All students, English Learners, homeless, Socioeconomically disadvantaged, students with disabilities, Hispanic:
Plan to improve student outcome: As a staff, we have committed to PLCs through the Cycle of Inquiry where grade levels create lessons based on prioirty standards and student outcomes. Then, teachers issue common formative

assessments and analyze the data and plan systematic interventions. This model will improve student outcomes at the Tier 1 level as well as the Tier 2 level. Middle School staff has been divided into 2 "teams:" ELA and Math. Each team has committed to priority standards and is focused on teaching the learning outcome as it relates to the subject.
TItle 1 funds to support: Consulting contract with 3E.

English Learner Progress - English Learners:
Plan to improve student outcome: With the commitment to the PLC process and data analysis, students will receive differentiated instruction to meet learning objectives throughout the year at the TIer 1 level. In addition, students will recieve targeted intervention focused on specific skills of need. In January, students who will be taking the ELPAC will be offered tutoring in an "ELPAC Bootcamp" to prepare for the assessment.
TItle 1 funds to support: Consulting contract with 3E.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism- Student Group: All Students- in the "Red" band. There are no student groups that are two or more performance levels below this band.
While Kamala had a 93% positive attendance rate for the year, there was a small population of students who were identified as "Chronic Absentees." For the Chronic Absentees we have created an intentional plan that includes; early identification and family meeting, Attendance Club, and SARB.

Suspension Rate- Student Group: All Students- in the "Red" band. There are no student groups that are two or more performance levels below this band.
Suspension rates at Kamala has drastically improved from last year. Nevertheless, the administrative team continues to seek Alternatives to Suspension, prevention strategies, and other means of correction.

English Language Arts- Student Group: All Students- in the "Orange" band. There are no student groups that are two or more performance levels below this band.
Instructionally, we plan to continue buidling on our PLCs and Cycle of Inquiry where teachers work together to identify priority standards, target student outcomes, administer common formative assessments, analyze data and plan systematic interventions.

Mathematics- Student Group: All Students- in the "Orange" band. There are no student groups that are two or more performance levels below this band.
Instructionally, we plan to continue buidling on our PLCs and Cycle of Inquiry where teachers work together to identify priority standards, target student outcomes, administer common formative assessments, analyze data and plan systematic interventions.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Panorama Survey Data showed that the 3 areas of needing improvement are; emotional regulation, engagement, and growth mindset.
The plan to improve student outcomes: focused Character Trait of the Month, monthly counselor classroom presentations focused on character trait of the month, routine greeting at the door by teacher, music in the morning, morning announcement, challenge of the month and student of the month assemblies.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kamala School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.11%		0	1
African American	0.60%	0.21%	0.11%	6	2	1
Asian	0.20%	0.21%	0.23%	2	2	2
Filipino	0.20%	0.21%	%	2	2	
Hispanic/Latino	97.80%	98.11%	98.53%	976	934	869
Pacific Islander	%	0%	%		0	
White	0.90%	0.95%	0.79%	9	9	7
Multiple/No Response	0.30%	0.32%	0.23%	3	3	2
			Total Enrollment	998	952	882

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	94	92	69
Grade 1	93	92	95
Grade 2	93	93	94
Grade3	111	94	88
Grade 4	104	108	97
Grade 5	107	100	105
Grade 6	144	109	109
Grade 7	135	135	108
Grade 8	117	129	117
Total Enrollment	998	952	882

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with district enrollment.

We are currently transitioning to a full biliteracy school. During the 23-24 school year, we had both a DLI and SEI program in grades 6-8 while in grades K-5, 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. For example, past years have had up to 4 classes in the primary grades, but as of the 24-25 school year there will only be 3 classes each in Kinder and 1st grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	658	620	578	60.30%	65.9%	65.5%
Fluent English Proficient (FEP)	225	221	207	27.10%	22.5%	23.5%
Reclassified Fluent English Proficient (RFEP)				6.7%		

Conclusions based on this data:

The percentage of English Learners has remained similar for the past two years, in the 60-65% 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 middle school grades 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 assessments. This support will primarily be targeted during ELD class, but it will also happen across all subject areas as all teachers have committed to teaching Priority Standards across all subjects. In addition, intervention has been provided for these students, such as ELPAC Boot Camp and after school tutoring, and these interventions will continue. All interventions are based on reviews of SBAC, ELPAC, and/ or Star data.

Lastly, we will use TItle 3 funds for an Interventoin Service Provider to provide Tier 2 academic support to English Learners using a pull out method and using a designated LLI curriculum to support students in reading.

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	73	32	44%	13	18%	23	32%	5	7%	Level 1	737
Grade 1	92	66	72%	12	13%	9	10%	5	5%	Level 1	765
Grade 2	1	1	100%	0	0%	0	0%	0	0%	Level 1	878

Conclusions based on this data:

Star Early Literacy data 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 PLC process and 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 Early Literacy results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

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	94	52	55%	24	26%	8	9%	10	11%	Level 1	866
Grade 3	88	42	48%	22	25%	18	20%	6	7%	Level 1	923
Grade 4	93	53	57%	17	18%	16	17%	7	8%	Level 1	950
Grade 5	107	51	48%	25	23%	27	25%	4	4%	Level 1	1003
Grade 6	109	54	50%	35	32%	17	16%	3	3%	Level 1	1003
Grade 7	109	43	39%	25	23%	32	29%	9	8%	Level 2	1047
Grade 8	105	44	42%	32	30%	23	22%	6	6%	Level 2	1043

Conclusions based on this data:

When comparing Star end of year proficiency data 22-23 to 23-24, grades 3 and 7 had an increase of over 25%, grades 2,4,5, and 8 were within 4%, and grade 6 had a significant decrease of 13%. The significant increase in the proficiency data can be attributed to the grade levels committing to PLC's, Cycle of Inquiry and the 4 citirical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?). Due to the increase, other grade levels who were more hesitant about the PLC process are quick to commit for the 24-25 school year.

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 for the 24-25 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 first instruction that is standards based and focused on outcomes. Regular data analysis will take place through common formative assessments and systematic interventions. During student progress monitoring, a more intense data analysis will take place immediately after studetns take the Star assessment (4 times a year).

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	94	33	35%	41	44%	18	19%	2	2%	Level 2	832
Grade 2	93	29	31%	27	29%	20	22%	17	18%	Level 2	915
Grade 3	89	27	30%	27	30%	27	30%	8	9%	Level 2	956
Grade 4	94	39	41%	33	35%	18	19%	4	4%	Level 2	986
Grade 5	105	51	49%	34	32%	10	10%	10	10%	Level 1	1025
Grade 6	107	62	58%	35	33%	8	7%	2	2%	Level 1	1027
Grade 7	93	39	42%	31	33%	19	20%	4	4%	Level 1	1063
Grade 8	92	65	71%	13	14%	7	8%	7	8%	Level 1	1041

Conclusions based on this data:

When comparing Star end of year proficiency data 22-23 to 23-24, grades 3, 7, and 8 had a significant increase (+8%), grades 2,4,5, were within +/-4%, and grade 6, and 1 had a significant decrease of (-6%+). The significant increase in the proficiency data can be attributed to the grade levels 3, 7, and 8 committing to PLC's, Cycle of Inquiry and 4 citirical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?). Due to the increase, other grade levels who were more hesitant about the PLC process are quick to commit for the 24-25 school year.

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 for the 24-25 school year.

For the 24-25 school year, the OSD Math TOSA has worked with administration to create a plan to support in math instruction for the year. For grades 6-8, the TOSA had identified priority standards to focus on for the year. He plans to work with middle school teachers to identify student outcomes and lessons that teachers on the math team (such as math, science and PE) can do to help students reach intended student outcomes. For grades 3-5, the TOSA is doing a math lesson study focused around a Buildng Thinking classroom book. Lastly, the TOSA plans on attneding staff meetings once a month to work with grade levels on math common formative assessments that target specific student outcomes.

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.

These PLC conversations will lead to first instruction that is standards based and focused on outcomes. Regular data analysis will take place through common formative assessments and systematic interventions.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		112	95		107	95		107	95		95.5	100.0
Grade 4		106	105		104	103		104	103		98.1	98.1
Grade 5		110	106		110	105		110	105		100.0	99.1
Grade 6		138	106		136	106		136	106		98.6	100.0
Grade 7		132	124		124	122		124	121		93.9	98.4
Grade 8		121	126		118	123		118	123		97.5	97.6
All Grades		719	662		699	654		699	653		97.2	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2320.		0.93	0.00		9.35	8.42		21.50	23.16		68.22	68.42
Grade 4		2418.	2418.		11.54	6.80		11.54	15.53		26.92	27.18		50.00	50.49
Grade 5		2460.	2470.		5.45	13.33		31.82	23.81		22.73	25.71		40.00	37.14
Grade 6		2464.	2482.		4.41	3.77		13.97	28.30		41.18	33.96		40.44	33.96
Grade 7		2490.	2463.		4.03	3.31		22.58	18.18		29.84	27.27		43.55	51.24
Grade 8		2501.	2518.		0.85	7.32		25.42	30.08		33.90	27.64		39.83	34.96
All Grades	N/A	N/A	N/A		4.43	5.82		19.17	21.13		29.90	27.57		46.49	45.48

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00		49.53	51.58		44.86	48.42
Grade 4		5.77	2.91		67.31	65.05		26.92	32.04
Grade 5		9.09	7.62		57.27	68.57		33.64	23.81
Grade 6		8.09	3.77		50.74	53.77		41.18	42.45
Grade 7		4.84	5.79		66.94	47.93		28.23	46.28
Grade 8		5.93	8.94		53.39	52.85		40.68	38.21
All Grades		6.58	5.05		57.37	56.36		36.05	38.59

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	1.05		41.12	34.74		57.94	64.21
Grade 4		7.69	5.88		53.85	56.86		38.46	37.25
Grade 5		10.00	11.54		57.27	65.38		32.73	23.08
Grade 6		5.15	7.55		51.47	57.55		43.38	34.91
Grade 7		11.29	5.79		50.00	44.63		38.71	49.59
Grade 8		4.24	12.20		55.93	55.28		39.83	32.52
All Grades		6.58	7.53		51.65	52.53		41.77	39.94

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.26		68.22	63.16		28.04	31.58
Grade 4		5.77	2.94		67.31	75.49		26.92	21.57
Grade 5		3.64	13.46		80.00	63.46		16.36	23.08
Grade 6		10.29	6.60		73.53	76.42		16.18	16.98
Grade 7		8.06	8.26		64.52	59.50		27.42	32.23
Grade 8		5.93	9.76		72.03	64.23		22.03	26.02
All Grades		6.44	7.83		70.96	66.82		22.60	25.35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	1.05		59.81	47.37		40.19	51.58
Grade 4		13.46	11.65		59.62	65.05		26.92	23.30
Grade 5		6.36	13.33		68.18	58.10		25.45	28.57
Grade 6		5.15	15.09		65.44	65.09		29.41	19.81
Grade 7		11.29	9.09		62.10	56.20		26.61	34.71
Grade 8		5.93	9.76		68.64	63.41		25.42	26.83
All Grades		7.01	10.11		64.09	59.42		28.90	30.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 22-23 to 23-24 data scoring at the Met/Exceeded achievement levels increased significnatly (by more than 10 or more perecentage points) for grades 3 and 7. Grades 4,5, and 7 decreased by 4, 9, and 7 points while 8th grade decreased by more 21 percentage points.

When analyzing cohort data,
Current 4th graders: Last year as 3rd graders 8% scored proficiency on the CAASPP ELA, this year this cohort scored 19%. +11%.
Current 5th graders: Last year as 4th graders, 23% scored proficiency on the CAASPP ELA, this year this cohort scored 30%. +7%
Current 6th graders: Last year as 5th graders, 39% scored proficiency on the CAASPP ELA, this year this cohort scored 27%. -8%.
Current 7th graders: Last year as 6th graders, 34% scored proficiency on the CAASPP ELA, this year this cohort scored 46%. +12%.
Current 8th graders: Last year as 7th graders, 26% scored proficiency on the CAASPP ELA, this year this cohort scored 25%. -1%.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to PLC's, Cycle of Inquiry and analysis of 4 critical questions.

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
4. Comparing data to local assessments (Star assessment)
5. Monthly 1/2 day planning with grade level teams
6. 4 Power Planning days for grade levels

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		112	95		107	94		107	94		95.5	98.9
Grade 4		106	105		104	103		104	103		98.1	98.1
Grade 5		110	106		109	105		109	105		99.1	99.1
Grade 6		138	106		136	106		136	106		98.6	100.0
Grade 7		132	124		125	122		125	122		94.7	98.4
Grade 8		121	126		118	123		117	123		97.5	97.6
All Grades		719	662		699	653		698	653		97.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2359.		3.74	1.06		7.48	11.70		28.97	25.53		59.81	61.70
Grade 4		2419.	2423.		4.81	4.85		14.42	18.45		32.69	31.07		48.08	45.63
Grade 5		2432.	2456.		3.67	7.62		11.93	11.43		22.94	30.48		61.47	50.48
Grade 6		2415.	2447.		1.47	1.89		4.41	14.15		17.65	25.47		76.47	58.49
Grade 7		2430.	2414.		1.60	0.00		4.80	4.10		25.60	18.85		68.00	77.05
Grade 8		2440.	2449.		0.00	1.63		4.27	8.13		25.64	17.89		70.09	72.36
All Grades	N/A	N/A	N/A		2.44	2.76		7.59	11.03		25.21	24.50		64.76	61.72

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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	0.00		43.93	44.68		53.27	55.32
Grade 4		7.69	9.71		39.42	43.69		52.88	46.60
Grade 5		4.59	9.52		33.03	45.71		62.39	44.76
Grade 6		2.21	0.00		17.65	35.85		80.15	64.15
Grade 7		1.60	0.82		31.20	21.31		67.20	77.87
Grade 8		0.00	1.63		40.17	31.71		59.83	66.67
All Grades		3.01	3.52		33.52	36.45		63.47	60.03

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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	1.06		36.45	39.36		57.94	59.57
Grade 4		1.92	2.91		49.04	45.63		49.04	51.46
Grade 5		3.67	6.67		49.54	40.95		46.79	52.38
Grade 6		1.47	1.89		35.29	48.11		63.24	50.00
Grade 7		0.80	3.28		48.00	36.89		51.20	59.84
Grade 8		0.85	2.44		45.30	41.46		53.85	56.10
All Grades		2.29	3.06		43.70	41.96		54.01	54.98

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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	6.38		51.40	54.26		44.86	39.36
Grade 4		6.73	7.77		55.77	56.31		37.50	35.92
Grade 5		2.75	5.71		45.87	61.90		51.38	32.38
Grade 6		1.47	6.60		50.74	53.77		47.79	39.62
Grade 7		2.40	0.00		56.00	53.28		41.60	46.72
Grade 8		0.85	4.07		48.72	50.41		50.43	45.53
All Grades		2.87	4.90		51.43	54.82		45.70	40.28

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Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 22-23 to 23-24 data scoring at the Met/Exceeded achievement levels increased significantly (by more than 10 or more perecentage points) for grades 3 and 7. Grade 5 increased by 3, points while 4th, 6th, and 8th grade decreased by 7, 8, and 1 percentage points.

When analyzing cohort data:
Current 4th graders:
Last year as 3rd graders, 12% scored proficiency on the CAASPP Math, this year this cohort scored 17%. +5%.
Current 5th graders:
Last year as 4th graders, 24% scored proficieny on the CAASPP Math, this year this cohort scored 23%. -1%
Current 6th graders:
Last year as 5th graders, 20% scored proficiency on the CAASPP Math, this year this cohort scored 9%. -11%.
Current 7th graders:
Last year as 6th graders, 17% scored proficiency on the CAASPP Math, this year this cohort scored 15%. -2%.
Current 8th graders:
Last year at 7th graders, 5% scored proficiency on the CAASPP Math, this year this cohort scored 11%. +6%

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to PLC's, Cycle of Inquiry and analysis of 4 critical questions.

In addition to continuing the focus from last year, the staff will continue with:
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2. Progress monitoring for ALL students.
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6. 4 Power Planning days for grade levels

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1380.3	*	1423.1	1387.3	*	1368.3	1363.9	4	81	74
1	*	1427.4	1428.2	*	1453.2	1446.1	*	1401.0	1409.9	*	72	84
2	1462.7	1454.5	1463.1	1461.8	1456.9	1470.5	1463.1	1451.6	1455.3	89	74	76
3	1485.8	1485.8	1468.2	1486.1	1486.3	1471.3	1485.1	1484.7	1464.7	96	89	75
4	1487.9	1513.0	1520.3	1487.1	1513.1	1518.2	1488.3	1512.4	1522.0	79	78	73
5	1508.2	1533.1	1525.8	1502.8	1533.8	1516.7	1513.1	1531.9	1534.5	70	71	65
6	1507.0	1533.3	1519.8	1494.1	1525.5	1513.1	1519.3	1540.8	1526.2	53	69	50
7	1529.4	1543.0	1529.5	1524.8	1536.4	1518.7	1533.6	1549.2	1539.8	29	51	47
8	1565.0	1584.0	1584.1	1566.1	1593.5	1576.9	1563.4	1574.1	1590.8	23	29	41
All Grades										445	614	585

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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	2.70	*	28.40	20.27	*	38.27	45.95	*	24.69	31.08	*	81	74
1	*	2.78	3.57	*	20.83	36.90	*	43.06	23.81	*	33.33	35.71	*	72	84
2	7.87	4.17	6.58	37.08	31.94	48.68	37.08	40.28	22.37	17.98	23.61	22.37	89	72	76
3	17.02	12.36	6.67	25.53	31.46	26.67	41.49	40.45	40.00	15.96	15.73	26.67	94	89	75
4	7.59	16.67	21.92	31.65	46.15	49.32	34.18	29.49	21.92	26.58	7.69	6.85	79	78	73
5	7.14	30.99	27.69	42.86	33.80	35.38	28.57	21.13	29.23	21.43	14.08	7.69	70	71	65
6	2.44	26.09	14.00	34.15	40.58	46.00	48.78	26.09	26.00	14.63	7.25	14.00	41	69	50
7	4.35	24.00	14.89	43.48	44.00	38.30	47.83	26.00	29.79	4.35	6.00	17.02	23	50	47
8	18.18	37.93	39.02	63.64	51.72	46.34	18.18	10.34	7.32	0.00	0.00	7.32	22	29	41
All Grades	9.43	16.20	13.50	36.08	35.02	37.95	36.79	32.57	28.38	17.69	16.20	20.17	424	611	585

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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	4.05	*	29.63	32.43	*	32.10	31.08	*	24.69	32.43	*	81	74
1	*	12.50	11.90	*	43.06	40.48	*	34.72	32.14	*	9.72	15.48	*	72	84
2	13.48	12.50	17.11	34.83	31.94	42.11	43.82	38.89	30.26	7.87	16.67	10.53	89	72	76
3	24.47	20.22	17.33	46.81	42.70	41.33	17.02	24.72	20.00	11.70	12.36	21.33	94	89	75
4	22.78	33.33	45.21	36.71	53.85	38.36	31.65	6.41	13.70	8.86	6.41	2.74	79	78	73
5	24.29	45.07	38.46	57.14	40.85	35.38	14.29	5.63	18.46	4.29	8.45	7.69	70	71	65
6	2.44	34.78	28.00	56.10	44.93	42.00	36.59	14.49	26.00	4.88	5.80	4.00	41	69	50
7	13.04	28.00	21.28	56.52	60.00	44.68	30.43	6.00	23.40	0.00	6.00	10.64	23	50	47
8	36.36	65.52	36.59	45.45	27.59	51.22	18.18	6.90	7.32	0.00	0.00	4.88	22	29	41
All Grades	19.58	26.51	23.25	45.52	41.90	40.17	27.59	20.46	23.42	7.31	11.13	13.16	424	611	585

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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	1.35	*	12.35	5.41	*	54.32	66.22	*	32.10	27.03	*	81	74
1	*	5.56	1.19	*	5.56	29.76	*	25.00	26.19	*	63.89	42.86	*	72	84
2	6.74	5.56	2.63	37.08	26.39	48.68	26.97	26.39	21.05	29.21	41.67	27.63	89	72	76
3	7.45	5.62	2.67	15.96	21.35	14.67	44.68	44.94	33.33	31.91	28.09	49.33	94	89	75
4	5.06	6.41	8.22	18.99	32.05	36.99	34.18	42.31	38.36	41.77	19.23	16.44	79	78	73
5	4.29	15.49	10.77	14.29	29.58	27.69	51.43	33.80	52.31	30.00	21.13	9.23	70	71	65
6	2.44	5.80	6.00	19.51	30.43	34.00	41.46	52.17	32.00	36.59	11.59	28.00	41	69	50
7	4.35	10.00	12.77	17.39	38.00	27.66	65.22	38.00	36.17	13.04	14.00	23.40	23	50	47
8	13.64	20.69	31.71	36.36	37.93	41.46	45.45	37.93	17.07	4.55	3.45	9.76	22	29	41
All Grades	5.90	7.36	7.01	22.17	24.39	28.89	41.27	39.93	36.58	30.66	28.31	27.52	424	611	585

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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	8.11	*	64.20	64.86	*	23.46	27.03	*	81	74
1	*	25.35	34.52	*	70.42	52.38	*	4.23	13.10	*	71	84
2	20.22	15.28	18.42	71.91	70.83	75.00	7.87	13.89	6.58	89	72	76
3	33.70	28.09	13.33	53.26	60.67	64.00	13.04	11.24	22.67	92	89	75
4	29.87	50.00	41.10	53.25	44.87	56.16	16.88	5.13	2.74	77	78	73
5	11.94	23.94	40.00	76.12	64.79	50.77	11.94	11.27	9.23	67	71	65
6	7.69	18.84	16.00	79.49	65.22	66.00	12.82	15.94	18.00	39	69	50
7	13.04	16.00	8.51	69.57	80.00	63.83	17.39	4.00	27.66	23	50	47
8	40.91	37.93	26.83	50.00	55.17	65.85	9.09	6.90	7.32	22	29	41
All Grades	23.37	24.92	23.59	64.34	63.77	61.71	12.29	11.31	14.70	415	610	585

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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	5.41	*	48.15	60.81	*	30.86	33.78	*	81	74
1	*	12.50	10.71	*	73.61	67.86	*	13.89	21.43	*	72	84
2	11.24	22.22	34.21	71.91	62.50	51.32	16.85	15.28	14.47	89	72	76
3	32.26	32.58	28.00	58.06	56.18	49.33	9.68	11.24	22.67	93	89	75
4	32.00	34.62	57.53	54.67	58.97	35.62	13.33	6.41	6.85	75	78	73
5	54.41	67.14	60.00	39.71	24.29	23.08	5.88	8.57	16.92	68	70	65
6	25.00	54.55	44.00	62.50	39.39	48.00	12.50	6.06	8.00	40	66	50
7	52.17	59.18	42.55	47.83	28.57	51.06	0.00	12.24	6.38	23	49	47
8	42.86	64.29	58.54	57.14	35.71	34.15	0.00	0.00	7.32	21	28	41
All Grades	32.05	37.69	35.38	57.35	49.59	48.03	10.60	12.73	16.58	415	605	585

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	1.35	*	71.25	72.97	*	27.50	25.68	*	80	74
1	*	8.33	17.86	*	29.17	38.10	*	62.50	44.05	*	72	84
2	17.98	6.94	17.11	55.06	55.56	52.63	26.97	37.50	30.26	89	72	76
3	9.68	3.37	1.33	48.39	48.31	32.00	41.94	48.31	66.67	93	89	75
4	3.80	2.56	8.22	44.30	66.67	68.49	51.90	30.77	23.29	79	78	73
5	7.14	22.86	13.85	60.00	58.57	69.23	32.86	18.57	16.92	70	70	65
6	9.76	8.70	8.00	43.90	55.07	46.00	46.34	36.23	46.00	41	69	50
7	4.35	10.00	17.02	43.48	64.00	36.17	52.17	26.00	46.81	23	50	47
8	13.64	21.43	51.22	59.09	53.57	36.59	27.27	25.00	12.20	22	28	41
All Grades	9.93	8.22	13.33	51.06	55.76	51.28	39.01	36.02	35.38	423	608	585

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.86	*	59.26	56.76	*	32.10	28.38	*	81	74
1	*	1.39	2.38	*	45.83	55.95	*	52.78	41.67	*	72	84
2	11.24	9.72	14.47	51.69	50.00	56.58	37.08	40.28	28.95	89	72	76
3	12.22	13.48	12.00	58.89	70.79	64.00	28.89	15.73	24.00	90	89	75
4	6.49	17.95	28.77	71.43	70.51	63.01	22.08	11.54	8.22	77	78	73
5	4.55	22.54	24.62	74.24	64.79	67.69	21.21	12.68	7.69	66	71	65
6	7.69	24.64	22.00	79.49	73.91	62.00	12.82	1.45	16.00	39	69	50
7	0.00	12.00	17.39	100.00	82.00	71.74	0.00	6.00	10.87	22	50	46
8	9.09	13.79	31.71	90.91	86.21	60.98	0.00	0.00	7.32	22	29	41
All Grades	8.27	13.75	17.47	68.37	65.14	61.47	23.36	21.11	21.06	411	611	584

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The total enrollment at Kamala for 23-24 was 550 ELs. Out of these 550 ELs, 60 were reclassified. Therefore, the EL reclassification rate for 2023-2024 was 11%. In 22-23, Kamala had 79 students who were reclassified. Therefore, the reclassification rate decreased compared to the previous year.

While the data shows that the general trend of reclassifying students each year increases, there was a slight dip in 23-24.

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 using Title 3 funds to fund an ISP who will provide pull-out intervention targeting specific skills and using the LLI curriculum.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
952	**97.4**	**65.1**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	620	65.1
Foster Youth		
Homeless	160	16.8
Socioeconomically Disadvantaged	927	97.4
Students with Disabilities	121	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2
Asian	2	0.2
Filipino	2	0.2
Hispanic	934	98.1
Two or More Races	3	0.3
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 PLC's, student learning will be assessed to determine the need for additional interventions and support structures.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Chronic Absenteeism - In Red (Lowest Performance)
Plan to improve student outcome: First, we plan to start the year identifyign students with a history of chronic absentees. Then, create a plan to meet with family and student to ensure a strategy is created to improve attendance. Throughout the year, the ORC will organize and facilitate an attendance club focused on tracking positive attendance and rewarding with incentives. In addition, every student of the month assembly will reward

students who have perfect attendance for the month. Finally, we will continue to follow the SARB process to ensure families are aware of consequences for lack of attendance.

Suspension Rate - in Red (lowest performance)
Plan to improve student outcome: Administration has attended trainings through pupil services called "Alternatives to suspension." In addition, the administrative team will work closely with counselors with restorative justice practices in an effort for students to learn from situations rather than punish students through suspensions. Finally, as a staff we have committed to having structured recess activities, clear expectations, and use the STOIC model school-wide to foster a sense of belonging and pride on campus.

English Language Arts and Matehmatics- in Orange
Plan to improve student outcome: As a staff, we have committed to PLC through the Cycle of Inquiry where grade levels create lessons based on prioirty standards and student outcomes. Then, teachers issue common formative assessments and analyze the data and plan systematic interventions. This model will improve student outcomes at the Tier 1 level as well as the Tier 2 level. Middle School staff has been divided into 2 "teams," ELA and Math. Each team has committed to priority standards and focused on teaching the learning outcome as it relates to the subject.

English Learner Progress - in Orange
Plan to improve student outcome: With the commitment to the PLC process and data analysis, student will recieve differentiated instruction to meet learning objectives throughout the year at the TIer 1 level. In addition, students will be recieve targeted intervention focused on specific skills of need. In January, students who will be taking the ELPAC will be offered tutoring in an "ELPAC Bootcamp" to prepare for the assessment. Finally, TItle 3 funds will be used to fund an ISP to support EL students in a Tier 2 intervention using a pull out method using LLI instructional materials.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
61.7 points below standard	72.8 points below standard	0 Students
Maintained +0.3 points	Maintained -2.1 points	
636 Students	479 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
78.5 points below standard	62.9 points below standard	145.6 points below standard
Decreased -3.2 points	Maintained +0.7 points	Maintained +2.1 points
106 Students	621 Students	94 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 61.7 points below standard Maintained +0.4 points 621 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.2 points below standard Decreased -13.6 points 320 Students	5.5 points below standard Increased +12.5 points 159 Students	46.2 points below standard Increased +4.9 points 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.

In addition, our English learners are notably lower than other students in ELA. We must use PLC's and the Cycle of inquiry to accurately inform our teaching practices and provide intentional first instruction as well as targeted intervention.

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
102.7 points below standard	109.1 points below standard	0 Students
Increased +8.4 points	Increased +4 points	
635 Students	479 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
99.4 points below standard	103.6 points below standard	169.4 points below standard
Increased +10.4 points	Increased +8.8 points	Increased +6.6 points
105 Students	620 Students	94 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 103.3 points below standard Increased +8.5 points 620 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128 points below standard Decreased -5.4 points 320 Students	71.1 points below standard Increased Significantly +19 points 159 Students	89.3 points below standard Increased Significantly +25.1 points 73 Students

Conclusions based on this data:

All subgroups are fairly similar in math (at orange level) which is low. The 2023 Dashboard is all orange which is an increase from the 2022 Dashboard. The overall improvements can be attributed to staff commitment to PLC's, Cycle of Inquiry and 4 citirical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?). While analyzing data, teachers are able to break down data based on student groups and populations. This enables teachers to target instruction, skills, and student groups. The Dashboard data shows that our staff did well when targeting our subgroups (Reclassified English Learners, English Only, Hispanic, Homeless, Socioeconomically disadvantaged, and students with disabilities).

With a goal of moving all student groups up a performance band, all grade levels have fully committed to PLC's and the Cycle of inquiry to accurately inform our math teaching practices and provide intentional first instruction as well as targeted intervention.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
53.7% making progress towards English language proficiency
Number of EL Students: 488 Students
Performance Level: 3

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.

2023 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
65	161	2	260

Conclusions based on this data:

A strong majority of our students progressed at least one ELPI level, but only 2 students maintained an ELPI level 4.

Our high level of students making progress towards English proficiency indicates that our ELD instruction is successful, specifically in grades 6-8. The success can be attributed to the 6-8th grade teachers who are committed to PLC and cycle of inquiry. Within the Cycle of inquiry, teachers are identifying ELD priority standards, student outcomes, common formative assessments, data analysis, and systematic intervention. In addition, ELD teachers work closely with the "ELA Team" at the middle school level to ensure that cross curricular strategies are being implemented.

Even with this success, targeted intervention (both in class intervention and "ELPAC Boot Camp") is needed for students who decreased an ELPI level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
26.1% Chronically Absent	25.9% Chronically Absent	0 Students
Increased 1.4	Maintained 0	
981 Students	688 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Red	Red
23.4% Chronically Absent	26.5% Chronically Absent	30.3% Chronically Absent
Declined Significantly -4.3	Increased 1.7	Maintained 0.2
175 Students	955 Students	142 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 26.4% Chronically Absent Increased 1.6 963 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students

Conclusions based on this data:

While overall there was improvement in Chronic Absenteeism, when looking at student groups; all student groups except homeless are in the "red" category indicating that the rate of chronic absenteeism is high. Additionally, the chronic absenteeism rate is 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. The school must continue emphasizing the importance of attendance overall. Weekly meetings will be held with Attendance Technician, Outreach Consultant, Counselor and Administrators to monitor attendance.

Plan to improve student outcomes:

- We plan to start the year identifying students with a history of chronic absenteeism. Then, create a plan to meet with the family and student to ensure a strategy is created to improve attendance.
- Throughout the year, the ORC will organize and facilitate an Attendance Club focused on tracking positive attendance and rewarding with incentives.
- Every student of the month assembly will reward students who have perfect attendance for the month.
- We will continue to follow the SARB process to ensure families are aware of consequences for lack of attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
5.9% suspended at least one day	4.5% suspended at least one day	0 Students
Increased Significantly 2.2	Increased 1.6	
994 Students	694 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
5.5% suspended at least one day	6% suspended at least one day	7.6% suspended at least one day
Increased Significantly 2.7	Increased Significantly 2.3	Increased 0.7
181 Students	967 Students	144 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 5.9% suspended at least one day Increased Significantly 2.2 976 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 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 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. This 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 rates will likely have a positive impact in multiple areas.

Plan to improve student outcomes:

- Administration has attended trainings through pupil services called "Alternatives to suspension."
- The administrative team will work closely with counselors on restorative justice practices in an effort for students to learn from situations rather than punish students through suspensions.
- As a staff we have committed to having structured recess activities, clear expectations, and use the STOIC model school-wide to foster a sense of belonging and pride on campus.
- Positive Behavioral Interventions and Supports (PBIS): Strengthen the existing PBIS framework to promote positive behavior. Recognize and reward students who demonstrate good behavior and meet expectations.
- Early Intervention: Implement early intervention programs to identify and support at-risk students before behaviors escalate to the point of suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	2023-2024 EOY Percentage of students achieving At/Above benchmark: Kindergarten: 4% (English) 3 of 71 students 68% (Spanish) 48 of 71 students Grade 1: 5% (English) 5 of 94 students 43% (Spanish) 39 of 94 students	2024-2025 EOY Percentage of students scoring At/Above Benchmark will increase to: Kindergarten: 19% (English) 14 of 72 students 83% (Spanish) 60 of 72 students Grade 1: 20% (English) 14 of 71 students 68% (Spanish) 48 of 71 students
Star Reading	2023-2024 EOY Percentage of students achieving At/Above benchmark: Grade 2: 19% (English) (18 of 94 students) 57% (Spanish) (47 of 94 students) Grade 3: 27% (English) 23 of 86 students	2024-2025 EOY Percentage of students scoring At/Above Benchmark will increase to: Grade 2: 20% (English) 19 of 94 students 57% (Spanish) 54 of 94 students Grade 3: 34% (English) 32 of 94 students

	37% (Spanish) 30 of 86 students Grade 4: 25% (English) 23 of 95 students 40% (Spanish) 37 of 95 students Grade 5: 38% (English) 30 of 109 students 59% (Spanish) 61 of 109 students Grade 6: 19% (English) 20 of 109 students 73% (Spanish) 35 of 48 students Grade 7: 37% (English) 40 of 110 students 84% (Spanish) 21 of 25 students Grade 8: 28% (English) 29 of 114 students 94% (Spanish) 13 of 14 students	72% (Spanish) 68 of 94 students Grade 4: 42% (English) 36 of 86 students 52% (Spanish) 45 of 86 students Grade 5: 40% (English) 38 of 95 students 55% (Spanish) 52 of 95 students Grade 6: 53% (English) 58 of 109 students 74% (Spanish) 81 of 109 students Grade 7: 34% (English) 63 of 109 students 88% (Spanish) 42 of 48 students Grade 8: 52% (English) 57 of 110 students 99% (Spanish) 24 of 25 students All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
Kindergarten-Teacher created assessment	2023-2024 Kindergarten: 50% 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 in both Spanish and English.	2024-2025 EOY Kindergarten: 65% of students will be able to 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 in both Spanish and English.
Star Math	2023-2024 EOY Percentage of students achieving At/Above benchmark: Grade1: 22% (20 of 94 students) Grade 2: 40% (37 of 94 students) Grade 3: 41% (35 of 86 students) Grade 4: 24% (22 of 95 students) Grade 5: 19% (20 of 109 students) Grade 6: 10% (10 of 109 students) Grade 7: 24% (26 of 110 students)	2024-2025 EOY Percentage of students scoring At/Above Benchmark will increase to: Grade1: 37% (26 of 71 students) Grade 2: 37% (35 of 94 students) Grade 3: 55% (52 of 94 students) Grade 4: 56% (48 of 86 students) Grade 5: 39% (37 of 95 students) Grade 6: 34% (37 of 109 students) Grade 7: 39% (40 of 109 students)

	Grade 8: 15% (17 of 114 students)	Grade 8: 30% (33 of 110 students) All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year assessment.
CAASPP ELA grades 3-8	2023-2024 Percentage of students achieving at Met/Exceeded (preliminary): Grade 3: 18% of students (17 of 93 students) Grade 4: 19% of students. (18 of 96 students) Grade 5: 31% of students (35 of 114 students) Grade 6: 26% of students (30 of 116 students) Grade 7: 46% of students (53 of 115 students) Grade 8: 23% of students (26 of 115 students)	2024-2025 Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 94 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 23-24, this cohort had 19% perform at/above benchmark (18 of 94 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 39% (37 of 94 students). Grade 4: We anticipate approximately 93 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 23-24, this cohort had 18% Met/Exceed on the CAASPP (17 of 93 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 33% (32 of 93 students). Grade 5: We anticipate approximately 96 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 23-24, this cohort had 19% Met/Exceed on the CAASPP (18 of 96 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 34% (33 of 96 students). Grade 6: We anticipate approximately 114 students eligible to take the CAASPP next year as 6th graders. Based on CAASPP results from 23-24, this cohort had 31% Met/Exceed on the CAASPP (35 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 46% (52 of 114 students). Grade 7: We anticipate approximately 116 students eligible to take the CAASPP next year as 7th graders. Based on CAASPP results from 23-24, this cohort had 26% Met/Exceed on the CAASPP (30 of 116 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 41% (48 of 116 students).

		Grade 8: We anticipate approximately 115 students eligible to take the CAASPP next year as 8th graders. Based on CAASPP results from 23-24, this cohort had 46% Met/Exceed on the CAASPP (53 of 115 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 61% (70 of 115 students). Students identified as not having met or nearly met 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 grades 3-8	2023-2024 Percentage of students achieving at Met/Exceeded (preliminary): Grade 3: 30% of students (28 of 93 students) Grade 4: 17% of students (16 of 96 students) Grade 5: 23% of students (26 of 114 students) Grade 6: 9% of students (10 of 116 students) Grade 7: 15% of students (17 of 114 students) Grade 8: 11% of students (13 of 115 students)	2024-2025 Percentage of students who will achieve at Met/Exceeded: Grade 3: We anticipate approximately 94 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 23-24, this cohort had 40% perform at/above benchmark (38 of 94 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 55% (52 of 94 students). Grade 4: We anticipate approximately 93 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 23-24, this cohort had 30% Met/Exceed on the CAASPP (28 of 93 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 45% (42 of 93 students). Grade 5: We anticipate approximately 96 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 23-24, this cohort had 17% Met/Exceed on the CAASPP (16 of 96 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 32% (31 of 96 students). Grade 6: We anticipate approximately 114 students eligible to take the CAASPP next year as 6th graders. Based on CAASPP results from 23-24, this cohort had 23% Met/Exceed on the CAASPP (26 of 114 students). The

		expected outcome for the percentage of students scoring Met/Exceeded will be 38% (43 of 114 students). Grade 7: We anticipate approximately 116 students eligible to take the CAASPP next year as 7th graders. Based on CAASPP results from 23-24, this cohort had 9% Met/Exceed on the CAASPP (10 of 116 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 24% (28 of 116 students). Grade 8: We anticipate approximately 114 students eligible to take the CAASPP next year as 8th graders. Based on CAASPP results from 23-24, this cohort had 15% Met/Exceed on the CAASPP (17 of 114 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 30% (35 of 115 students). Students identified as not having met or nearly met 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.
Reclassification Rate	2023-2024 60 of 550 students (11%) were designated Reclassified Fluent English Proficient following the district's reclassification procedures. 2023-2024 The number of students designated as Long Term English Learners (LTEL's) was 127 students	2024-2025 21% of students will be designated Reclassified Fluent English Proficient following the district's reclassification procedures. The number of students designated as Long Term English Learners (LTEL's) will be less than 100 students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	PLC Focus: To support academic instructional vision: 1-3-4 Code to Success, focusing on enhancing the Professional Learning Communities (PLC) model, utilizing the 4 critical questions, and supporting administration as an instructional leader.	All Students	34,800 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract-3E Consulting Group (Daryton Ramsey)
1.2	PLC's and Staff Meetings: Teacher collaboration, observations and data analysis will occur in order	All Students	District Funded

	to best address the needs of all students. The primary focus of the PLC's is the Cycle of Inquiry (Identifying a Priority Standard, create a Student Outcome, Utilize Common Formative Assessments, Analyze the Data, and Provide Systematic Intervention). 1. Staff Meeting Tuesdays will be focused around the Cycle of Inquiry where teachers will meet weekly to identify that standard to focus on for the week, develop an "I can" statement (student outcome), and work with their team to administer a Common Formative Assessment. Every week, the data from the CFA's will be analyzed and teams will collaborate on re-teaching, intervention, and enrichment activities. 2. Wednesday Teacher Banking Days are days where students are released from school 1 hour earlier to give teachers time to collaborate and plan based on the work completed on Tuesdays.		1000-1999: Certificated Personnel Salaries Wednesday Banking days
1.3	Leadership Meetings: The Kamala 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.	All Students	5,016 LCFF 2000-2999: Classified Personnel Salaries Teacher extra time
1.4	Monthly 1/2-day teacher planning: DLI Teachers will be subbed out to work with the DLI TOSA for 3 hours (1/2 day) once a month to focus on planning. The focus for these monthly sessions will be for grade level language partners to plan out Biliteracy Unit Framework's (BUF's) and backwards map from the formative assessments located within the BUF units.	All Students	33,000 Title I 2000-2999: Classified Personnel Salaries Subs for teachers District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA
1.5	Power Planning Days: Grade levels will meet with adminstration quarterly focusing on PLC's; Guaranteed and Viable Curriculum, CFA's, data analysis, and systematic intervention.	All Students	9,286 Title I 5800: Professional/Consulting Services And Operating Expenditures Art Trek to release teachers
1.6	DLI TOSA: Teacher on Special Assignment (TOSA) to provide support and guidance for all DLI teachers, with a special focus on teachers implementing BUF units. Support and guidance will focus on planning and development of unit plans, coaching and feedback, and using high leverage teaching strategies in the classroom.	All Students	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA Salary
1.7	English Language Arts: Teachers will use the adopted curriculum. Kinder-5th grade: Wonders textbook. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th-8th grade: Study Sync text. Other resources to support include: Phonics for Reading, Reading Horizons.	All Students	District Funded 4000-4999: Books And Supplies Curricular materials 4,000 LCFF 4000-4999: Books And Supplies

	Spanish Language-Arts: Teachers will use the adopted curriculum. Kinder-5th grade: Maravillas text. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th - 8th grade: Novel studies Other resources to support include: standards based novel studies Social Science: Teachers will use the adopted curriculum. Kinder-5th grade: Social Studies Alive!/Estudios Sociales Vivos. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th - 8th grade: National Geographic Learning/Cenage Science: Teachers will use the adopted curriculum. Kinder-5th grade: Twig curriculum. Teachers follow BUF Units which are standards-based and teachers use resources from a variety of resources that target the standards. 6th - 8th grade: Inspire text. Math: Teachers will use the adopted curriculum. Kinder-5th grade: MyMath 6th, 7th, and 8th grade: CMP3 Other resources to support include: Counting collections, Building Thinking Classrooms, Math PD from District Manager, ST Math PD, Math Journals, Number Sense Materials PE: Teachers will use the adopted curriculum. Kinder-5th grade: SPARK		Resources to support Spanish Language Arts curricula District Funded 4000-4999: Books And Supplies Reading Horizons and Phonics for Reading 5,000 LCFF 4000-4999: Books And Supplies Math Supplies 3,000 LCFF 4000-4999: Books And Supplies Science TWIG kits 2,000 LCFF 5000-5999: Services And Other Operating Expenditures Rental of Storage Unit
1.8	Writing: Provide grade levels with writing journals for each student. Also, provide time to analyze data from writing assessments, and map out a writing plan to re-teach and plan for writing assessments throughout the year.	All Students	2,000 Title I 1000-1999: Certificated Personnel Salaries Grade level PLC time to map out writing plan
1.9	English Language Development: Implement the District Master Plan for English Learners. Ensure implementation of 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.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA ELOP 1000-1999: Certificated Personnel Salaries 5 week after school tutoring - ELPAC preparation "Boot Camp" District Funded 4000-4999: Books And Supplies

	Provide time, through staff development and release time for teachers to analyze EL assessments. Recognize student reclassification at an annual celebration. Use District EL TOSA's to provide PD and support of designated and integrated EL instructional time. 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.		ELD Curriculum 2,000 Title III 4000-4999: Books And Supplies ELD Resources and materials to support instruction in the classroom 500 Title III 4000-4999: Books And Supplies Reclassification Awards and Celebration
1.10	Observation and Feedback: Administration to monitor daily classroom instruction to ensure rigorous standards-based instruction, proper use of CFA's, and systematic intervention. The observations and data tracked through "Observation and Feedback" process.	All Students	no additional cost
1.11	Teacher Extra Planning: 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.	All Students	5,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra time for planning
1.12	Art: Art teacher to provide art lessons to K-5 teachers on an monthly basis. Art lessons will be centered around grade level standards and BUFs.	All Students	140,533 Prop 28 1000-1999: Certificated Personnel Salaries Art teacher salary & benefits 35,132 Prop 28 4000-4999: Books And Supplies Classroom Art supplies
1.13	Outreach Coordinator: The ORC will connect with families to ensure all students have access to curriculum and instruction in an equitable manner. Methods to connect include; phone calls, home visits, virtual meetings and parent workshops. Methods to enable SED, Foster, and Homeless families to engage in school activities include providing resources and opportunities such as; hotspots for Wi-Fi service at home, free glasses program, After School Program, tutoring, and after school enrichment.	Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
1.14	Student Progress Monitoring: Teachers will meet with an administrator 3 times a year (after each Star administration window, excluding the End of Year window). The purpose of the progress monitoring to analyze individual student data through a Cycle of Inquiry lens. The purpose of the conversation is to create targeted interventions	All Students Socioeconomically Disadvantaged Hispanic Homeless	4,000 Title I 2000-2999: Classified Personnel Salaries Cost of subs for student progress monitoring meetings

	based on student need and identify students to be in the SST process.	Students with Disabilities Foster Youth English Learners	
1.15	Student Support Meetings: Weekly meetings with counselors, Healthy Start Social Worker, and ORC to share information about specific students. Support for students includes, but is not limited to; • SEL/Counseling support • home support (food, clothing, housing) • academic support • attendance support	African American Socioeconomically Disadvantaged Homeless Students with Disabilities Foster Youth	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary, ORC Salary District Funded 1000-1999: Certificated Personnel Salaries Healthy Start Social Worker
1.16	IEP, 504, and SST Meetings: SST: Individual students will be referred to the SST (Student Study Team) to review cases of students who are not making progress on grade level standards or who are demonstrating a need for behavior and social-emotional support. 504: individual students will be referred to a 504 meeting to provide accommodations based on a health or other disability that may prevent a student from accessing the curriculum. Also, hold annual meetings for students who have 504 plans in place. IEP: Conduct Individualized Education Plan (IEP) meetings for students who were assessed or have been identified as eligible for Special Education services.	Students with Disabilities All Students	7,000 Title I 2000-2999: Classified Personnel Salaries Subs for SSTs 15,000 LCFF 2000-2999: Classified Personnel Salaries Subs for IEPs 3,000 Title I 2000-2999: Classified Personnel Salaries Subs for 504s
1.17	AVID (Advancement Via Individual Determination): AVID is a college readiness program designed to help students develop the skills they need to be successful in college. There will be 2 sections of the AVID elective. Materials and resources to help support the program • college field trips • student agendas • AVID tutor	All Students	2,000 Title I 5000-5999: Services And Other Operating Expenditures Field Trips to college campuses 1,000 LCFF 4000-4999: Books And Supplies student agendas 4,000 Title I 2000-2999: Classified Personnel Salaries AVID tutor 2,500 LCFF 4000-4999: Books And Supplies AVID Materials and Supplies ELOP 1000-1999: Certificated Personnel Salaries

			AVID Coordinator Overtime
1.18	Classroom Libraries: DLI teachers will purchase books for classroom libraries to support biliteracy and the implementation of BUF units	All Students	5,000 LCFF 4000-4999: Books And Supplies $150 x 24 teachers in K-6
1.19	Apps: Applications for student iPads to support first instruction. Apps include: • ST Math • Lexia • Epic • MyOn • Typesy • BrainPop Jr • ESGI • IXL	All Students	District Funded 5000-5999: Services And Other Operating Expenditures ST Math, Lexia, MyOn, IXL 6,000 Title I 5000-5999: Services And Other Operating Expenditures Epic 500 Title I 5000-5999: Services And Other Operating Expenditures ESGI 500 Title I 5800: Professional/Consulting Services And Operating Expenditures Typesy 2,500 Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop Jr
1.20	Assessments: Star: 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 4 times a year. An additional feature known as Star Custom where teachers can assign pre-made assessments (or create their own) that are aligned to the skills and standards recommended by existing Star products. This will be used by the grade levels who have a plan to regularly integrate it into the curriculum. IABs: Interim Assessment Blocks are aligned to the CAASPP and can help students prepare for the CAASPP test. In addition, it can help teachers identify gaps in student understanding and instruction using the CAASPP as the level to be measured. CAASPP: The California Assessment of Student Performance and Progress assesses how well students are learning new and rigorous state standards designed to prepare them for college coursework and 21st-century careers. The data collected from CAASPP determine if end of the year goals were met in ELA, Math, and Science	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Star/Renaissance/Illuminate Assessment Software 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Star Custom

	(grades 5 & 8). The results will begin the Cycle of Inquiry for the 24-25 school year.		
1.21	Intervention (Tier 2): Students not making progress towards reaching grade level proficiency, as determined by progress monitoring, will receive intervention. To determine if a student must receive intervention through Tier 2 or 3 services will be based on data collected through targeted instruction. Interventions will include a Literacy Intervention Teacher (LIT), an Intervention Service Provider (ISP), and after school interventions provided by classroom teachers. LIT: The 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 2nd, 3rd, 4th, and 5th grade students. ISP: The ISP will work with EL students primarily in grades 2-5. The ISP will provide intervention to students in small groups using ELPAC and local assessment data to provide targeted instruction. Teacher After School Tutoring: Teachers will provide extended learning opportunities to students for targeted intervention and/or enrichment for core subjects (ELA, Math, Science, Social Science). Intervention and enrichment groups will be based on Star assessments and CFA's.	English Learners All Students	District Funded 1000-1999: Certificated Personnel Salaries LIT Teacher and Supplies 24,896 Title III 1000-1999: Certificated Personnel Salaries Intervention Service Provider 3,000 Title III 4000-4999: Books And Supplies Supplies for ISP ELOP 1000-1999: Certificated Personnel Salaries Teacher after-school tutoring
1.22	Paraeducators: Kinder: two paraeducators will split time between three classrooms to provide assistance and support instruction daily. Paraeducators will support in each kinder classroom at least 1.5 hrs daily. 1st grade: two paraeducators will support instruction in 1st grade classrooms 1 hour per week. After School: two paraeducators will support after school in small intervention groups focusing on foundational skills in reading and math. 1 hour everyday. Special Education: one paraeducator will assist and support instruction for each special education teacher.	All Students	District Funded 2000-2999: Classified Personnel Salaries paraeducator salary
1.23	Field Trips: K-6: Provide opportunities for students to be introduced to BUFs and concepts taught in the classroom. 7-8: Provide opportunities for students to be introduced to units and concepts taught in the classroom.	All Students	3,500 Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation and Entrance fees

1.24	Professional Development: 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) • PD during staff meetings • PD during leadership team meetings.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District PD 1,500 LCFF 4000-4999: Books And Supplies Food for Kamala SIP Day
1.25	Accelerated Reader: Use the 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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Program 2000 LCFF 4000-4999: Books And Supplies Student Recognition 3,500 LCFF 4000-4999: Books And Supplies AR Store - incentives
1.26	Equitable Learning Environment: • Provide materials to support instruction. • Maintain facilities to ensure a safe learning environment for the students.	All Students	18000 LCFF 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services 2,000 LCFF 5000-5999: Services And Other Operating Expenditures Cost of repairs, rentals and leases
1.27	After School Program: The ASP will provide extra academic support after regular school hours and provide enrichment activities through the City of Oxnard. Enrichment opportunities include, but are not limited to: • Parker Anderson Enrichment classes • Art Trek • Lego Club • Hip Hop Mindset • Recorders	All Students	ELOP 1000-1999: Certificated Personnel Salaries ASP Employees ELOP 4000-4999: Books And Supplies Materials for ASP

1.28	Library/ Library Media Technician (LMT): LMT ensures all students have district adopted curriculum for instruction. The LMT will: • open the school library during school hours and promote literacy to all students. Students will visit the library regularly to check out books. • organize and lead the AR program which encourages students to read and students can earn rewards for reaching goals. • open the school library before school and during nutrition break to ensure students have an opportunity to choose a book of high-interest. • enrich the library with books emphasizing inclusion, diversity, and kindness.	All Students	District Funded 2000-2999: Classified Personnel Salaries LMT Salary District Funded 4000-4999: Books And Supplies book centered around inclusion, diversity, and kindness
1.29	Academic Extracurrricular Activities: Students will participate in academic extracurricular activities including, but not limited to: • Spelling Bee • Cesar Chavez Writing and Art Contest • African American Speech Contest • Spanish Spelling Bee	All Students	200 LCFF 4000-4999: Books And Supplies Registration of Spelling Bee District Funded 2000-2999: Classified Personnel Salaries Cost of ORC
1.30	ATSI Focus: Students with Disabilities Identified Area of Need: English Language-Arts and Math • 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 after school tutoring, if available. • participate in any after school tutoring opportunities and after school program.	Students with Disabilities	District Funded 0001-0999: Unrestricted: Locally Defined Teacher/Case Manager salaries ELOP 1000-1999: Certificated Personnel Salaries salary for tutoring after school, Math club ELOP 2000-2999: Classified Personnel Salaries salary of after school program personnel
1.31	Technology: Repair or replace IT equipment Mount TV on wall in main office. Mount TV on wall in principal's office. IT to support by keeping all technology in working condition and advising on new equipment to support student learning.	All Students	District Funded 2000-2999: Classified Personnel Salaries District Technology Technician 8,000 LCFF 4000-4999: Books And Supplies

			New Technology and Equipment
1.32	Copy Machines: 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 dept.	All Students	5,000 LCFF 4000-4999: Books And Supplies materials for copy machines (paper, lamination, toner, etc.) 2,000 LCFF 5000-5999: Services And Other Operating Expenditures copier contract
1.34	After School tutoring: Middle school teachers will hold tutoring after school 2 times a week for students to seek extra help and complete homework assignments.	All Students	4,000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra time

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

After reviewing the Star results and CAASPP results from 23-24 school year, we found that in most grade levels, the majority of students were improving. 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 of PLC's following the Cycle of Inquiry where teachers focus on priority standards and student outcomes while administering common formative assessments, engaging in data analysis and providing systematic intervention. 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. Therefore, we are continuing many of the goals from last year's plan.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation of partnering with the consulting firm, 3E, was reduced from $58,000 per year to $44,000 per year. This also reduced use of the consulting firm, Art Trek, from $8,000 per year to $5,000 per year.
in addition, we implemented 1/2-day planning days per grade level which increased the substitute teacher budget to $7,200 as an additional expense.

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 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	2023-2024 37 Students were suspended.	2024-2025 Decrease the amount of students suspended by 15%.
Attendance rate	2023-2024 17% of students identified as students with excessive absences (missed 10% or more days this school year).	2024-2025 Decrease students with excessive absences by 5%.
Panorama Survey Data	2023-24 Winter Panorama student data concluded: Areas of strength- 1. Teacher/ student relationships- 67% 2. Social Awareness- 59% 3. Self Management- 63% Areas of challenge- 1. Emotional Regulation- 49% 2. Engagement- 50% 3. Growth Mindset- 55%	2024-2025 Increase all areas assessed on the Panorama survey by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PBIS Committee: Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead the school in implementation of a multi-tiered system of support of behavior and social emotional skils development. The PBIS team will lead implementation of STOIC school-wide which includes common areas, such as bathrooms, cafeteria, playground, 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 announcements, include a "Guide to Success Tip of the Day" to highlight and remind students of STOIC strategies daily.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Cost of ORC & Counselor 5,000 LCFF 4000-4999: Books And Supplies Materials to support PBIS, including student incentives 3,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures PBIS consulting contract to implement PBIS school-wide
2.2	School Safety: Ensure school safety by providing the following: • Conduct monthly fire, earthquake, and lockdown drills. • meet 6 times a year to update the Comprehensive Safe School Plan • provide training to students, staff, and parents on disaster preparedness • Campus assistants will supervise before school, during recess, lunch, and dismissal. • Campus assistants will attend CHAMPS/STOIC training during the 24-25 school year. • Campus assistants to be trained monthly by SALUS • Campus assistants to attend weekly supervision to discuss updated supervision responsibilities.		3,000 LCFF 4000-4999: Books And Supplies Safety Materials 10,000 LCFF 1000-1999: Certificated Personnel Salaries Campus Assistant extra time

2.3	Counselor: Counselor to support the social emotional needs in the following ways: • monthly classroom presentations centered aroundSocial-Emotional Learning. Topics addressed during classroom presentations include Character Trait of the Month, OSD Student Profile, Growth Mindset, and School Guidelines/Expectations. • meet with students in a small group or individually. Referrals will be made by evaulating data on Panorama Survey, Teacher recommendations, parent recommendations, observation of student behavior, and student need. • engaging and interacting with students during nutrition break and lunch. • host students in the Wellness Center, known as the "Tiger's Nest", weekly, so students in all grade levels have an opportunity to visit at least once a week. • referrals for families to outside agencies and parenting classes. • monthly newsletter to send to the community advising famlies on helpful tips to discuss with their child at home. • utilize Restorative Justice practices to mediate conflict. • Counselor will host an after school "study hall" called ONDAS, Opening New Doors for Academic Support for middle school students on a weekly basis.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary 5,000 LCFF 4000-4999: Books And Supplies Counseling Materials and Supplies 500 Title III 1000-1999: Certificated Personnel Salaries Counselor extra time
2.4	Outreach Coordinator (ORC): The ORC will engage and extend the partnership with families by: • organizing and facilitating an "Attendance Club" to give positive rewards to students who attend school when identified as being chronically absent. • set up positive attendance rewards system by class and by individual for perfect attendance. • regular communication wtih famlies to support and provide access to outside resources. • home visits • organize and attend parent workshops • organize and schedule SST meetings	Foster Youth Homeless Homeless All Students	5,000 LCFF 4000-4999: Books And Supplies Incentives for students District Funded 2000-2999: Classified Personnel Salaries ORC salary 2,000 Title III 2000-2999: Classified Personnel Salaries ORC extra time

	• ensure families understand the SARB process when students have an excessive amount of unexcused absences. • provide resources to families in need		
2.5	Social Worker: A Social Worker to be housed on campus to provide: • resources to families through Ventura County Social Services • Be a resource for CPS reports • meet with students weekly with high needs	Foster Youth Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries Social worker salary District Funded 4000-4999: Books And Supplies resources and materials for families
2.6	Panorama Survey: Students participate in the Panorama Survey for data collection related to social-emotional health and school climate.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Survey contract
2.7	Student Behavior: Student behavior focused on positive behavior, being proactive, and establishing structure to foster student success. Methods to accomplish successful student behavior include: • Read Across America- community members come in to classes and read a book. • Kinder promotion • 8th grade promotion • Red Ribbon week- week focused on promoting a drug-free lifestyle. • Great Kindness week- students challenged daily to do an act of kindness. • Consequences issued, not as a punishment, but rather an effort to change the behavior. • Adminstrators trained in Alternatives to Suspension hosted by Pupil Services at OSD.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Training for Alternatives to Suspension
2.8	Positive Student Culture: To provide a positive student culture by: • purchasing a "Kamala Pride" t-shirt for each student and given during registration day. • Tiger-Cubs - once a week, Middle Schoolers will visit Kinder thru 2nd grade classes to read books and assist with projects. • Tiger Tickets will be given to students who are "caught being good." Each week during lunch, a raffle will take place and students will have an		8,400 LCFF 4000-4999: Books And Supplies shirts for staff and students 5,000 LCFF 4000-4999: Books And Supplies Incentives for Tiger ticket raffle, Challenge of the month rewards, student of the month rewards

	opportunity to win a prize from the prize cart. • Challenge of the Month: each month students will be challenged to meet a goal and earn a reward. For example: meet AR goal for the month and the reward is an extra recess. • Character Trait of the Month: Each month a character trait is emphasized for the month to re-emphasize student success. • Student of the Month assemblies: At the end of each month, students and parents will celebrate and recognize students who embrace the character trait of the month and academic excellence. • Morning Announcements: Each morning, an administrator along with a few chosen students make morning announcements that focus on the lunch menu, Guide to Success, joke of the day, riddle of the week, and other announcements. • Music in the Morning: play music every morning as students enter campus to ensure students start the day on a positive note.		
2.9	After School Program: 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. The ASP will include the following: • Enrichment "Bursts" for students interested in attending classes such as; recorders, DIY, videography, Hip Hop Mindset, and much more. • Homework Help and tutoring in specific subjects. • Outdoor play focused on building teamwork and physical movement. • Sports teams for middle school students The School administrator will meet monthly with the After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day's programs and services. 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.		ASES 2000-2999: Classified Personnel Salaries sports registration fee and coach salary.

2.10	SST/IEP/504 Meetings: 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.	Students with Disabilities All Students	See Goal 1.13 (ORC facilitation of meetings) See Goal 1.16 (substitutes)
2.11	Student Confidentiality: Ensure confidentiality of documents and sensitive student information		600 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for Shredding services.
2.12	Staff Culture: Certificated and classified staff will be provided with positive SEL support and culture building. Activities to ensure the staff feels a sense of culture building include: • end of year celebration hosted by social committee • staff meeting warm up activities focused on SEL • classified meetings once a year focused on SEL, communication, and OSD/Kamala vision.		1,000 LCFF 4000-4999: Books And Supplies staff culture building supplies
2.13	Parent Workshop: Parents will be invited to parent workshops throughout the year focused on academics and parenting. Parent workshops include the following: • Disciplina Positiva. A 6 week parent workshop focused on parenting strategies to ensure children at home are meeting the high expectations at school. • Teachers will present parent workshops focused on math and literacy. • The Social worker will present parent workshops focused on the dangers of vaping/drugs/alcohol, proper nutrition, and resources to explore. • Administration will hoste parent workshops focused on student behavior, school-wide expectations, and school-familiy partnership.	English Learners All Students	3,500 Title I 4000-4999: Books And Supplies light refreshments for evening parent workshops
2.14	Community Events: Host 3 events during the school year to build a sense of the belonging with the community. 1. Fiestas Patrias- A celebration in September highlighting different cultures through performances in music, singing, dancing, and performance. 2. Bingo Night - In December, families will join Kamala to play BINGO and receive rewards.		1,000 LCFF 4000-4999: Books And Supplies materials and supplies for events

	3. Cinco de Mayo - In May, famlies will be invited to campus to watch studentss and performers sing songs around the culture and history of Cinco de Mayo.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 23-24 school year, our PBIS committee focused on the establishment of school-wide expecations. 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. The result was fewer student suspensions compared to last year and fewer office referrals.

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 beween tthe intended implementation and expenditures. In addition to the items we had budgteed for, our school recieved funds for the development of a student wellness center, "The Tiger's Nest."

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 continue to focus on positive, proactive measures to improve student behavior and increase engagement. The PBIS committee has increased in membership and we have representatives at all grade level bands. In terms of setting expectations for behavior, our focus for next year will continue building upon what has been started. We expect suspension rates to continue decreasing and office referrals to decrease as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in ELAC	2023-2024 An average of 35 parents attended per meeting.	2024-2025 Maintain or increase attendance levels at ELAC meetings by 15%.
Parent participation in parent workshops	2023-2024 An average of 30 parents attended per meeting.	2024-2025 Increase the number of parents attending parent workshops by 20%.
Panorama Survey from Parents	2023-2024 A total of 44 responses. Percent Favorable: 89% for LCAP 73% for Family-School Communication 70% for School Climate 54% for Family Efficacy 7% for Family Engagement	2024-2025 Increase total responses to 80. Increase the percentage of favorable responses by 5% in all categories.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Meetings/Events: Conduct Parent meetings to deliver information. Types of meetings include: • Back to School Night: Title I meetings • ELAC meetings: make recommendations to SSC • DLI parent meeting: Information on the biliteracy program • Kinder Orientation: Intro to kinder event for incoming kindergarten families • Reclassification Celebration: To recognize students who met reclassification criteria • 8th grade parent meeting: Middle School to High School Transition meetings, including A-G information • ASP parent informational nights: provide parents with nutrition education, hands-on tips, games and strategies to assist students with healthy habits and school work.	All Students	5,000 LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers
3.2	Parent Workshops: Provide Parent workshops to educate parents and extend the partnership between the school and community. Parent workships include, but are not liimted to: • Disciplina Positiva. Parent workshop to assist parents with parenting skills in the home. • Logrando Bienestar (VCBH). Parent workshop to offer outside counseling services. • Triple P classes (New Dawn). Parent workshop to assist parents with skills at home. • Mom & Daughter Meetings. Parent workshop focused on helping mothers support their daughters as they become teenagers. • Interface "My Body and Me" Classes. Parent workshop focused on helping parents support their child's body image in the 21st centry.	English Learners All Students	1,000 LCFF 2000-2999: Classified Personnel Salaries Child Care / Babysitting 3,500 Title I 2000-2999: Classified Personnel Salaries ORC extra hours 14,000 Title III 5800: Professional/Consulting Services And Operating Expenditures Consulting Services with Disciplina Positiva
3.3	Communication: Maintain effective communcation with families in the following methods. These communcaiton platforms serve a purpose to promote school-wide events and learning activities.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square communication platform

	• Principal weekly Update via Parent Square- calendar of events, notes of appreciation, highlights, school news. • Counselor Monthly Newsletter - outlining SEL strategies to use at home and how counselor team is supporting students • Social Media • School website		
3.4	Input from all community members: Gather input from the community for items such as; • Parent Involvement policy • School Compact • Site Budget • SPSA Input will be gathered from committees and groups such as; • SSC • ELAC • PTA • Title 1 parent meetings	All Students	500 Title III 2000-2999: Classified Personnel Salaries child care
3.5	Chronic Absenteeism: 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 Cafe con Nosotros once a month to inform parents of the importance of attendance, procedures to follow if absent, and sconsequences for unexcused absences. • share important attendance info at an ELAC meeting. • home visit by counselor, ORC, admin for any familes who were not able to attend the "attendance informaiton" meeting or Cafe con Nosotors.	All Students	No additional cost
3.6	Parent Engagement Policy: Implement and revise the Parent Engagement Policy with input from all committees including; SSC, ELAC, PTA, Staff, and Title 1 parent meetings. Ensure all items in Parent Engagement policy ensure a positive partnership with school and families.	All Students	No additional cost
3.10	Outreach Consultant (ORC) Role: The ORC will provide outreach services to parents and connections to community agencies for support with attendance, family wellness, and behavior services.		District Funded 1000-1999: Certificated Personnel Salaries ORC salary

3.11	Family Support on Campus: Provide an opportunity to have famlies 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 undersand the expectations of the year and of the classroom. Emphasize standards being taught and student outcomes through the school year. • Literacy Night - a night where famlies 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 thier child in the morning. • Parent teacher conferences- parents meet with the teacher to discuss the child's progress in school. • Movie night - famlies 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. • Open House- an Open House night has been added to the district calendar in the spring so famlies have an additional opportunity to visit their child's school/class.	All Students	7,468 LCFF 4000-4999: Books And Supplies materials and supplies for special events
3.12	Volunteers: Volunteers provided with an opotunity to work in the classroom to support student learning. Chaperones to supervise children during field trips and special events.		No additional costs

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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. The intention of the parenting classes is to learn strategies that can be implemented at the home. Attendance at ELAC meetings is consistently high, and parent leaders work collaboratively with school administration to create agendas that reflect parent needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not major changes with the expenditures or overall implementation listed. We continue to offer Cafe con Nostoros 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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$136,682.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$504,331.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$89,286.00
Title III	$47,396.00

Subtotal of additional federal funds included for this school: $136,682.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$187,984.00
LCFF - Intervention	$4,000.00
Prop 28	$175,665.00

Subtotal of state or local funds included for this school: $367,649.00

Total of federal, state, and/or local funds for this school: $504,331.00

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	89,286	0.00
Title III	47,396	0.00
LCFF	187,984	0.00
LCFF - Intervention	4,000	0.00
Prop 28	175,665	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	187,984.00
LCFF - Intervention	4,000.00
Prop 28	175,665.00
Title I	89,286.00
Title III	47,396.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	186,929.00
2000-2999: Classified Personnel Salaries	78,016.00
4000-4999: Books And Supplies	143,700.00
5000-5999: Services And Other Operating Expenditures	21,000.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	69,686.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	15,000.00
2000-2999: Classified Personnel Salaries	LCFF	21,016.00
4000-4999: Books And Supplies	LCFF	99,568.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	38,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	4,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	140,533.00
4000-4999: Books And Supplies	Prop 28	35,132.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	54,500.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,286.00
1000-1999: Certificated Personnel Salaries	Title III	25,396.00
2000-2999: Classified Personnel Salaries	Title III	2,500.00
4000-4999: Books And Supplies	Title III	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	419,863.00
Goal 2	53,000.00
Goal 3	31,468.00

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
Brasilia Perez	Classroom Teacher
Carmen Serrano	Classroom Teacher
Coraima Alfaro	Classroom Teacher
Bianca Ordaz	Other School Staff
Juana Nuno	Parent or Community Member
Alicia Angeles	Parent or Community Member
Yesenia Cedillo Hernandez	Parent or Community Member
Rolando Medina	Parent or Community Member
Monica Lemus	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
	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 13, 2024.

Attested:

	Principal, Brian Blevins on May 13, 2024
	SSC Chairperson, Juana Nuno on May 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemonwood TK-8 School	56725386100333	May 28th, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lemonwood TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lemonwood TK-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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 (PLCs). Site administration will work with our PLC 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 (WICOR) 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-8 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.

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 (ROAR-Respect, Outstanding Citizenship, Always Safe, and Responsibility). 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) annually. 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.

Educational Partner Involvement

How, when, and with whom did Lemonwood TK-8 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 2024. Additionally, feedback was provided and adjustments made based on feedback. For example, more time with our consultants was needed for a couple of grade levels. The planning time was provided to them in order to support their Biliteracy Unit Framework instruction. The group was actively involved in fine-tuning the metrics of Goal 1, and with determining the activities that supported the goal. Panaroma Survey 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 May 2024 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.

This section is required for all schools eligible for ATSI and CSI.

The following staffing issues created an inequity for our students:

- Staff turnover due to transfers
- Teachers on long-term leave

Both situations created an interruption in the delivery of resources as either teachers required additional support due to being new to our site and/or teachers were not present for professional development provided at the site.

Under Goal 1, Title III funds were allocated for para-educators to support Long Term English Learners in the classroom. However, a credentialed teacher requested to work at Lemonwood in the capacity of an Intervention Services Provider. As a result, funds were re-allocated from the para-educator allocation to an ISP. This shift delayed the start date for the service provider, however the ISP was able to provide research based intervention to English Learners who were perfroming below grade level. The ISP both pushed into classrooms as well as pulled students during the intervention time to support their reading comprehension or reading foundational skills. The Intervention Support Provider collaborated effectively with teachers and other intervention staff.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism (orange): Weekly meetings with admin, attendance tech and the outreach consultant were implemented. This allowed the team to discuss specific students who were in need of individual plans to improve attendance. Additionally, students were referred to the school counselor for additional support, if needed. Students were provided with a handwritten note if their attendance improved.
Suspension Rate (orange): School Administration and the counseling team worked together to restore negative behaviors instead of suspending students this year. Additionally, students with frequent behavior concerns were sometimes referred to our Licensed Marriage and Family Clinician (LMFT) and or school counselor in order to prevent additional behavior possibly worthy of suspension. Parents were also encouraged to shadow their as an additional support for students.
English Language Arts and Math (orange): Resources were allocated to support first instruction in both English Language Arts and Math. Even though the overall level was orange for "All Students," the subgroups of English Learners, Students with disabilities, and homeless scored in the red for Math. Our student group, Socioeconomically disadvantaged group indicated in the orange level for English Language Arts.

Below is a summary of the action steps:

- Professional Learning Community: Collaboration around standards data and proficiency data (ELA & Math)
- Plan/Do/Study/Act cycles focused on instructional practices (ELA & Math)
- Planning time provided to Teachers to plan with the Biliteracy coach and thinking partners. (ELA)
- Contract with Read.Write.Think with the use of our Title 1 funds to support lesson study and collaboration around planning. Teachers were subbed out using Title 1 funds in order to work with the consultants. In total, we had 3 consultants from this company working with our staff. (ELA)
- Biliteracy Instructional Coach: Our instructional coach worked with teachers throughout the year to plan, model lessons, and provide instructional feedback to our teachers. This improved our teachers' collective efficacy and overall instructional confidence for our staff. (ELA)
- Book Study around Building Thinking Classrooms (Math)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There were none.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our local Star Assessments indicate the same trend indicated on the CA Dashboard. The same steps listed above will address the instructional need in ELA and Math.

Our Panorama results indicate the lowest score, highest need amongst our students as Emotional Regulation and/or Self-Management. The counseling team has begun to create student groups, but will provide teachers with access to lessons addressing this area as well as others in need. With the support of our LMFT, we can provide students with additional counseling support on-site in order to increase students' need in this area. This year, teachers facilitate community circles consistently, at minimum twice a week. As a result, students and staff felt more connected and engaged with one another.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lemonwood TK-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.35%	0.32%	0.23%	3	3	2
Asian	0.12%	0.11%	0.12%	1	1	1
Filipino	1.87%	1.83%	1.29%	16	17	11
Hispanic/Latino	94.85%	95.37%	96.13%	810	885	820
Pacific Islander	0.23%	0.22%	0.23%	2	2	2
White	2.46%	2.16%	1.99%	21	20	17
Multiple/No Response	0.12%	0%	%	1	0	
			Total Enrollment	854	928	853

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	138	72
Grade 1	92	72	69
Grade 2	90	93	68
Grade3	96	98	91
Grade 4	110	103	96
Grade 5	97	121	96
Grade 6	108	102	110
Grade 7	89	107	97
Grade 8	100	94	106
Total Enrollment	854	928	853

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 groups 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	551	616	531	63.50%	64.5%	62.3%
Fluent English Proficient (FEP)	193	175	193	25.30%	22.6%	22.6%
Reclassified Fluent English Proficient (RFEP)				7.6%		

Conclusions based on this data:

In order to increase 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, Read.Write.Think, 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. According to the CA Dashboard, our English Learners are progressing well. However, this does not align to the progress on CAAASPP assessments. 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	68	8	12%	9	13%	28	41%	23	34%	Level 3	807
Grade 1	69	41	59%	10	14%	16	23%	2	3%	Level 1	777
Grade 2	66	47	71%	10	15%	6	9%	3	5%	Level 1	839

Conclusions based on this data:

A majority of our students fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be reviewed regularly in order to meet our instructional goals. The expectation is that students will maintain high growth in order to gain literacy proficiency and master reading foundational skills. Additionally, data through Star assessments and CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. High leverage instructional strategies and 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	67	48	72%	13	19%	4	6%	2	3%	Level 1	837
Grade 3	94	59	63%	21	22%	7	7%	7	7%	Level 1	888
Grade 4	101	59	58%	17	17%	15	15%	10	10%	Level 1	941
Grade 5	107	61	57%	20	19%	21	20%	5	5%	Level 1	951
Grade 6	80	24	30%	24	30%	22	28%	10	13%	Level 2	1037
Grade 7	90	35	39%	18	20%	32	36%	5	6%	Level 2	1055
Grade 8	97	40	41%	31	32%	25	26%	1	1%	Level 2	1054

Conclusions based on this data:

A majority of our students fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. As a result, our instructional data needs to be reviewed regularly in order to meet our instructional goals. Students in the upper elementary and middle school grades not on grade level struggle with reading comprehension. Therefore, the implementation of High leverage instructional strategies (AVID and Biliteracy) and intervention must be integrated throughout the day. Students must have multiple opportunities throughout the instructional day to read across content areas. Additionally, data through Star and 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.

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	69	19	28%	35	51%	15	22%	0	0%	Level 2	830
Grade 2	68	40	59%	12	18%	10	15%	6	9%	Level 1	877
Grade 3	93	49	53%	23	25%	13	14%	8	9%	Level 1	928
Grade 4	101	45	45%	26	26%	20	20%	10	10%	Level 2	983
Grade 5	103	61	59%	26	25%	11	11%	5	5%	Level 1	999
Grade 6	103	41	40%	41	40%	18	17%	3	3%	Level 1	1046
Grade 7	89	41	46%	26	29%	12	13%	10	11%	Level 2	1065
Grade 8	105	61	58%	19	18%	17	16%	8	8%	Level 1	1066

Conclusions based on this data:

A majority of our students fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Overall, this data indicates that we must continue to analyze and reflect on our first instruction. Data will be reviewed regularly in order to meet our instructional goals.

High leverage instructional strategies and practices must be at the forefront of our instructional program. Teachers will continue to use strategies outlined in the book, Building Thinking Classrooms to support student math outcomes. The strategies encourage students to become independent learners while practicing their ability to think through their grade level math. Additionally, targeted intervention as well as consistent Zearn and ST Math usage is necessary to help students make 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		101	96		92	90		92	90		91.1	93.8
Grade 4		117	102		105	94		105	94		89.7	92.2
Grade 5		103	120		94	109		94	109		91.3	90.8
Grade 6		106	98		106	97		106	97		100.0	99.0
Grade 7		94	106		94	106		94	106		100.0	100.0
Grade 8		100	95		97	95		97	95		97.0	100.0
All Grades		621	617		588	591		588	591		94.7	95.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2358.		8.70	7.78		13.04	11.11		19.57	23.33		58.70	57.78
Grade 4		2413.	2390.		10.48	8.51		18.10	19.15		22.86	13.83		48.57	58.51
Grade 5		2448.	2440.		6.38	10.09		20.21	18.35		29.79	14.68		43.62	56.88
Grade 6		2485.	2477.		8.49	1.03		22.64	29.90		33.02	27.84		35.85	41.24
Grade 7		2526.	2502.		8.51	5.66		32.98	26.42		26.60	26.42		31.91	41.51
Grade 8		2501.	2508.		5.15	5.26		15.46	25.26		39.18	30.53		40.21	38.95
All Grades	N/A	N/A	N/A		7.99	6.43		20.41	21.83		28.57	22.67		43.03	49.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.33		55.43	51.11		36.96	45.56
Grade 4		7.62	7.45		65.71	53.19		26.67	39.36
Grade 5		6.38	8.26		64.89	51.38		28.72	40.37
Grade 6		5.66	7.22		57.55	52.58		36.79	40.21
Grade 7		11.70	11.32		64.89	55.66		23.40	33.02
Grade 8		4.12	6.32		63.92	50.53		31.96	43.16
All Grades		7.14	7.45		62.07	52.45		30.78	40.10

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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	5.56		32.61	42.22		59.78	52.22
Grade 4		4.76	3.19		54.29	47.87		40.95	48.94
Grade 5		8.51	8.26		51.06	48.62		40.43	43.12
Grade 6		6.60	3.09		50.94	52.58		42.45	44.33
Grade 7		17.02	8.49		60.64	54.72		22.34	36.79
Grade 8		4.12	11.58		50.52	52.63		45.36	35.79
All Grades		7.99	6.77		50.17	49.92		41.84	43.32

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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	6.67		68.48	66.67		28.26	26.67
Grade 4		7.62	6.38		70.48	65.96		21.90	27.66
Grade 5		6.38	8.26		75.53	59.63		18.09	32.11
Grade 6		12.26	9.28		70.75	72.16		16.98	18.56
Grade 7		5.32	7.55		76.60	72.64		18.09	19.81
Grade 8		8.25	3.16		75.26	71.58		16.49	25.26
All Grades		7.31	6.94		72.79	68.02		19.90	25.04

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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	4.44		54.35	60.00		40.22	35.56
Grade 4		8.57	7.45		63.81	58.51		27.62	34.04
Grade 5		8.51	10.09		63.83	55.96		27.66	33.94
Grade 6		16.04	14.43		64.15	61.86		19.81	23.71
Grade 7		12.77	10.38		65.96	58.49		21.28	31.13
Grade 8		5.15	5.26		67.01	74.74		27.84	20.00
All Grades		9.52	8.80		63.27	61.42		27.21	29.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

At Lemonwood, the number of students performing at standards met/exceeded (combined) either stayed the same or increased slightly. Similarly to our Math CAASPP data, many students moved from Level 1 to Level 2. In most grade levels, this was close to the 10% increase. Many grades levels have less than 50% of students in Level 1. The only grade levels where this did not happen was in 3rd and 5th.

As a result, 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 instructional learning partners, Read.Write.Think, to support grade level student outcomes evidenced in both the classroom and on CAASPP assessment. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		101	98		99	96		99	96		98.0	98.0
Grade 4		117	102		112	101		112	101		95.7	99.0
Grade 5		103	120		102	118		102	117		99.0	98.3
Grade 6		106	98		105	97		105	97		99.1	99.0
Grade 7		93	106		93	105		93	105		100.0	99.1
Grade 8		100	95		96	95		96	95		96.0	100.0
All Grades		620	619		607	612		607	611		97.9	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2376.		5.05	7.29		15.15	16.67		26.26	23.96		53.54	52.08
Grade 4		2405.	2389.		3.57	1.98		15.18	11.88		32.14	29.70		49.11	56.44
Grade 5		2420.	2421.		2.94	4.27		5.88	9.40		26.47	24.79		64.71	61.54
Grade 6		2446.	2447.		7.62	3.09		6.67	9.28		27.62	25.77		58.10	61.86
Grade 7		2455.	2473.		4.30	7.62		8.60	19.05		24.73	16.19		62.37	57.14
Grade 8		2452.	2450.		1.04	3.16		5.21	10.53		18.75	13.68		75.00	72.63
All Grades	N/A	N/A	N/A		4.12	4.58		9.56	12.77		26.19	22.42		60.13	60.23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.46		39.39	38.54		53.54	50.00
Grade 4		8.93	2.97		36.61	35.64		54.46	61.39
Grade 5		2.94	2.56		33.33	35.04		63.73	62.39
Grade 6		4.76	3.09		34.29	34.02		60.95	62.89
Grade 7		5.38	7.62		27.96	38.10		66.67	54.29
Grade 8		1.04	4.21		36.46	30.53		62.50	65.26
All Grades		5.11	5.24		34.76	35.35		60.13	59.41

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.25		40.40	46.88		52.53	46.88
Grade 4		5.36	5.94		41.07	37.62		53.57	56.44
Grade 5		2.94	5.13		37.25	40.17		59.80	54.70
Grade 6		2.86	3.09		49.52	45.36		47.62	51.55
Grade 7		3.23	8.57		48.39	45.71		48.39	45.71
Grade 8		5.21	5.26		43.75	37.89		51.04	56.84
All Grades		4.45	5.73		43.33	42.23		52.22	52.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.29		54.55	56.25		38.38	36.46
Grade 4		5.36	1.98		52.68	49.50		41.96	48.51
Grade 5		1.96	5.13		52.94	54.70		45.10	40.17
Grade 6		6.67	3.09		51.43	55.67		41.90	41.24
Grade 7		4.30	7.62		59.14	62.86		36.56	29.52
Grade 8		0.00	6.32		62.50	46.32		37.50	47.37
All Grades		4.28	5.24		55.35	54.34		40.36	40.43

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Our math scores did not meet our expectations. There was movement across cohorts from Level 1 and Level 2, but our Met and Exceeded percentage fell short of our intended goal to increase by 10%. Teachers must continue to focus on providing students with more exposure to SBAC structured test questions, focus on unwrapping grade level standards, and collaborating around evidence of learning in order to support greater progress in our CAASPP scores. We must evaluate our current instructional practices as well as look at specific barriers hindering our students from obtaining proficiency in math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	*	1378.5	1426.8	*	1388.5	1375.7	*	1355.0	59	5	106
1	1445.2		1442.5	1453.4		1446.1	1436.6		1438.5	64	0	57
2	1446.8	1465.7	1445.6	1445.3	1460.8	1446.5	1447.7	1470.0	1444.1	63	76	76
3	1467.1	1464.6	1484.6	1463.1	1452.1	1483.0	1470.5	1476.5	1485.6	85	81	79
4	1473.8	1492.3	1486.1	1462.1	1480.5	1474.4	1485.0	1503.6	1497.3	78	81	75
5	1497.1	1507.4	1495.7	1487.2	1487.8	1477.4	1506.6	1526.5	1513.5	60	63	62
6	1526.5	1556.8	1553.9	1526.0	1555.4	1551.9	1526.6	1557.8	1555.4	35	45	36
7	1553.7	1548.1	1568.7	1564.0	1544.1	1568.8	1543.1	1551.5	1568.2	21	31	31
8	1539.1	1566.4	1600.1	1534.0	1568.8	1607.2	1543.6	1563.3	1592.5	18	14	24
All Grades										483	396	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	2.83	27.12	*	29.25	54.24	*	30.19	13.56	*	37.74	59	*	106
1	3.13		10.53	42.19		29.82	32.81		35.09	21.88		24.56	64		57
2	4.76	7.27	5.26	47.62	45.45	27.63	26.98	32.73	46.05	20.63	14.55	21.05	63	55	76
3	7.50	7.41	17.72	23.75	34.57	36.71	38.75	22.22	24.05	30.00	35.80	21.52	80	81	79
4	3.90	20.00	21.33	31.17	31.25	28.00	33.77	22.50	18.67	31.17	26.25	32.00	77	80	75
5	8.33	26.98	20.97	38.33	31.75	24.19	28.33	15.87	24.19	25.00	25.40	30.65	60	63	62
6	5.88	38.64	36.11	50.00	50.00	47.22	38.24	9.09	13.89	5.88	2.27	2.78	34	44	36
7	35.00	19.35	35.48	40.00	58.06	54.84	25.00	22.58	9.68	0.00	0.00	0.00	20	31	31
8	5.56	28.57	54.17	61.11	50.00	41.67	27.78	14.29	0.00	5.56	7.14	4.17	18	14	24
All Grades	6.74	18.77	17.03	36.84	39.68	32.60	35.16	21.18	26.19	21.26	20.38	24.18	475	373	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	8.49	38.98	*	28.30	32.20	*	24.53	16.95	*	38.68	59	*	106
1	20.31		14.04	29.69		43.86	39.06		24.56	10.94		17.54	64		57
2	9.52	12.73	7.89	41.27	45.45	38.16	30.16	32.73	35.53	19.05	9.09	18.42	63	55	76
3	20.00	18.52	36.71	36.25	33.33	36.71	20.00	13.58	7.59	23.75	34.57	18.99	80	81	79
4	10.39	26.25	30.67	40.26	32.50	30.67	22.08	16.25	12.00	27.27	25.00	26.67	77	80	75
5	35.00	34.92	24.19	33.33	28.57	37.10	8.33	7.94	8.06	23.33	28.57	30.65	60	63	62
6	35.29	59.09	61.11	44.12	31.82	25.00	17.65	6.82	11.11	2.94	2.27	2.78	34	44	36
7	40.00	38.71	58.06	50.00	54.84	38.71	10.00	6.45	0.00	0.00	0.00	3.23	20	31	31
8	5.56	35.71	70.83	77.78	50.00	25.00	16.67	7.14	4.17	0.00	7.14	0.00	18	14	24
All Grades	19.37	28.95	26.92	39.37	36.73	34.07	23.58	14.75	16.85	17.68	19.57	22.16	475	373	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	0.00	11.86	*	12.26	69.49	*	50.94	16.95	*	36.79	59	*	106
1	3.13		5.26	34.38		29.82	25.00		29.82	37.50		35.09	64		57
2	3.17	5.45	2.63	47.62	43.64	28.95	20.63	27.27	30.26	28.57	23.64	38.16	63	55	76
3	2.50	6.17	11.39	16.25	25.93	25.32	35.00	27.16	30.38	46.25	40.74	32.91	80	81	79
4	3.90	11.25	5.33	11.69	26.25	36.00	44.16	28.75	18.67	40.26	33.75	40.00	77	80	75
5	6.67	12.70	11.29	8.33	28.57	20.97	53.33	33.33	32.26	31.67	25.40	35.48	60	63	62
6	5.88	13.64	22.22	26.47	45.45	22.22	41.18	36.36	50.00	26.47	4.55	5.56	34	44	36
7	5.00	16.13	12.90	40.00	29.03	41.94	45.00	41.94	45.16	10.00	12.90	0.00	20	31	31
8	0.00	21.43	37.50	38.89	28.57	37.50	44.44	42.86	20.83	16.67	7.14	4.17	18	14	24
All Grades	3.58	10.46	8.42	23.16	31.64	26.01	41.05	32.17	34.62	32.21	25.74	30.95	475	373	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	14.15	76.27	*	52.83	8.47	*	33.02	59	*	106
1	42.19		35.09	48.44		50.88	9.38		14.04	64		57
2	12.70	14.55	13.16	71.43	69.09	71.05	15.87	16.36	15.79	63	55	76
3	15.19	21.79	25.32	55.70	44.87	55.70	29.11	33.33	18.99	79	78	79
4	19.48	48.75	28.00	50.65	26.25	44.00	29.87	25.00	28.00	77	80	75
5	25.00	22.22	17.74	48.33	53.97	50.00	26.67	23.81	32.26	60	63	62
6	20.59	25.00	27.78	67.65	72.73	69.44	11.76	2.27	2.78	34	44	36
7	15.00	9.68	16.13	75.00	80.65	80.65	10.00	9.68	3.23	20	31	31
8	5.56	28.57	29.17	77.78	50.00	66.67	16.67	21.43	4.17	18	14	24
All Grades	20.46	25.95	21.79	60.13	52.97	57.33	19.41	21.08	20.88	474	370	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	7.55	54.24	*	50.00	32.20	*	42.45	59	*	106
1	10.94		14.04	59.38		61.40	29.69		24.56	64		57
2	12.70	20.00	18.42	65.08	65.45	59.21	22.22	14.55	22.37	63	55	76
3	35.06	31.25	41.77	41.56	27.50	36.71	23.38	41.25	21.52	77	80	79
4	18.42	27.27	34.67	55.26	45.45	32.00	26.32	27.27	33.33	76	77	75
5	56.14	50.82	50.82	22.81	16.39	18.03	21.05	32.79	31.15	57	61	61
6	62.50	75.00	69.44	31.25	20.45	25.00	6.25	4.55	5.56	32	44	36
7	85.00	70.97	93.33	15.00	29.03	6.67	0.00	0.00	0.00	20	31	30
8	61.11	57.14	91.67	38.89	35.71	8.33	0.00	7.14	0.00	18	14	24
All Grades	30.90	41.69	35.85	46.78	35.15	38.60	22.32	23.16	25.55	466	367	544

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	0.94	88.14	*	71.70	11.86	*	27.36	59	*	106
1	18.75		15.79	46.88		45.61	34.38		38.60	64		57
2	19.05	9.09	6.58	53.97	67.27	56.58	26.98	23.64	36.84	63	55	76
3	2.50	5.00	10.13	37.50	51.25	48.10	60.00	43.75	41.77	80	80	79
4	5.19	13.75	6.67	48.05	47.50	48.00	46.75	38.75	45.33	77	80	75
5	8.33	15.87	12.90	56.67	55.56	51.61	35.00	28.57	35.48	60	63	62
6	8.82	22.73	16.67	44.12	56.82	50.00	47.06	20.45	33.33	34	44	36
7	5.00	25.81	16.13	65.00	48.39	54.84	30.00	25.81	29.03	20	31	31
8	11.11	35.71	45.83	50.00	50.00	45.83	38.89	14.29	8.33	18	14	24
All Grades	8.63	14.25	10.62	53.47	54.30	54.40	37.89	31.45	34.98	475	372	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	19.81	52.54	*	35.85	30.51	*	44.34	59	*	106
1	4.69		7.02	59.38		64.91	35.94		28.07	64		57
2	7.94	21.82	9.21	57.14	54.55	55.26	34.92	23.64	35.53	63	55	76
3	6.33	12.35	20.25	58.23	55.56	62.03	35.44	32.10	17.72	79	81	79
4	3.90	27.50	32.00	63.64	45.00	32.00	32.47	27.50	36.00	77	80	75
5	3.33	26.98	30.65	70.00	47.62	37.10	26.67	25.40	32.26	60	63	62
6	5.88	20.93	55.56	91.18	76.74	41.67	2.94	2.33	2.78	34	43	36
7	10.00	6.45	22.58	80.00	93.55	77.42	10.00	0.00	0.00	20	31	31
8	0.00	0.00	25.00	94.44	92.86	70.83	5.56	7.14	4.17	18	14	24
All Grades	6.75	19.89	22.71	64.56	58.87	49.27	28.69	21.24	28.02	474	372	546

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

This school year, we had 71 students reclassified based on the ELPAC and local assessment criteria. This was in large part due to teachers being very intentional with ELPAC test taking strategies and the implementation of AVID Excel in the middle school. Teachers encouraged students to take extensive notes on the exam and students made growth. Therefore, notetaking throughout the grade levels will be highly encouraged as a strategy to support English Learners.

We will continue to target reading comprehension across all grade levels by monitoring student data and teachers will attend intentional professional development on reading strategies through the partnership with Read.Write.Think.

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 Learner Students to be successful on the ELPAC as well as the Star/CAASPP assessments in English Language Arts will be a priority.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
928	**94.9**	**66.4**	**0.5**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	616	66.4
Foster Youth	5	0.5
Homeless	172	18.5
Socioeconomically Disadvantaged	881	94.9
Students with Disabilities	123	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
Asian	1	0.1
Filipino	17	1.8
Hispanic	885	95.4
Pacific Islander	2	0.2
White	20	2.2

Conclusions based on this data:

We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. The number of students who qualify for Special Education services (Students with Disabilities) has been increasing in the recent years. 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 need additional supports to access their instructional programs. As a result, our resources are allocated to support high-quality instruction.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. Our English Learner progress on the ELPAC is in the blue, however we do not see this transfer into the CAASPP. Therefore, the site leadership should continue to focus on high-quality instructional strategies that will support all learners, but specifically, our English Learners, as they are capable of being successful in ELA and Math as measured by the ELPAC. With continuous reflection and review of student learning data, we are hopeful more students will be successful on the CAASPP as well as master grade level learning. We need to bridge the progress on the ELPAC to the CAASPP in Math and ELA.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
61.5 points below standard	73.3 points below standard	3 Students
Decreased -8.8 points	Decreased -11.1 points	
578 Students	455 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
90.3 points below standard	64.4 points below standard	147.8 points below standard
Decreased -6 points	Decreased -10.5 points	Decreased -8.8 points
100 Students	548 Students	100 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	5.1 points below standard Decreased Significantly - 72.8 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 62.6 points below standard Decreased -7.4 points 546 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	80.9 points below standard Decreased -5.9 points 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.7 points below standard Decreased -14.8 points 263 Students	45.3 points below standard Decreased -10 points 192 Students	44.7 points below standard Decreased -13.7 points 70 Students

Conclusions based on this data:

The overall decrease in the areas indicated above was disappointing as teachers have been working diligently analyzing student learning data over the course of the year. This leads me to believe that the next level of work should be focused on how our common formative assessments align to the standards and the CAASPP. The date indicated above does not align with the classroom learning data provided by teachers. This area will be addressed with our next level of work and common formative assessments.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	1	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
93.9 points below standard	102.3 points below standard	3 Students
Maintained +2.2 points	Maintained -0.6 points	
575 Students	452 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
106.6 points below standard	95.9 points below standard	172.2 points below standard
Increased Significantly +22.2 points	Maintained +2.1 points	Decreased -6.5 points
100 Students	545 Students	99 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	43.6 points below standard Decreased Significantly -58.2 points 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 94.4 points below standard Increased +4.5 points 543 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	120.7 points below standard Maintained +1.4 points 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.9 points below standard Maintained -1.4 points 262 Students	93.2 points below standard Maintained -0.7 points 190 Students	85.7 points below standard Decreased Significantly -17.7 points 70 Students

Conclusions based on this data:

Overall, the decrease reflected above is not as significant as it was in ELA. However, our Math scores are further away from the standard than in ELA. We must consider a different approach to math that reflect grade level standards as well as simulates the CAASPP math assessment. Teachers were more open this year to try different approaches (i.e Building Thinking Classrooms). I hope that they continue to try new strategies and focus on the specific learning targets so that students are more successful on the CAASPP and are meeting their grade-level standards.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
60.4% making progress towards English language proficiency
Number of EL Students: 260 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.

2023 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
28	75	1	156

Conclusions based on this data:

After reviewing this data point, it is apparent that there is a disconnect between the ELPAC and CAASPP ELA or Math. We will continue with AVID excel as well as intentional preparation for the ELPAC. A majority of students who did not receive a 4 on the ELPAC, improved at least one level. There were some exceptions to this, but each of the identified students had a noticeable decline in overall student to school engagement.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
18.8% Chronically Absent	18.2% Chronically Absent	5 Students
Maintained 0.1	Maintained 0.2	
962 Students	653 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
22.6% Chronically Absent	19.1% Chronically Absent	21% Chronically Absent
Maintained 0.4	Maintained 0.1	Declined -2.7
199 Students	916 Students	143 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	11.8% Chronically Absent Increased 11.8 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 18.9% Chronically Absent Maintained 0.2 917 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	19% Chronically Absent Declined -14.3 21 Students

Conclusions based on this data:

We must determine what the root causes are of Chronic Absenteeism by drilling down the data to the student level and identifying trends to allow us to better support our students. Our team has already begun to address the fact that for all groups, we are close to 20% chronically absent. We implemented weekly meetings to address and monitor student attendance in order to prevent more students from becoming chronically absent and in order to reduce the number of chronically absent students. Specially, students experiencing homelessness are more of a concern as we would like school to be a positive consistent environment for them.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
3.3% suspended at least one day	3% suspended at least one day	5 Students
Increased 0.3	Increased 1	
989 Students	670 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
3.4% suspended at least one day	3.3% suspended at least one day	6.2% suspended at least one day
Declined Significantly -6.3	Maintained 0.1	Declined -3.4
206 Students	935 Students	145 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 3.3% suspended at least one day Increased 0.3 941 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	8.7% suspended at least one day Declined -0.8 23 Students

Conclusions based on this data:

Overall, too many students were suspended. This year, we looked at more ways to support students prior to a suspension. Our counseling team has worked with students and families in order to provide them with the tools necessary to prevent behaviors. We have implemented a more restorative approach to behavior incidents. Many restorative circles have been conducted between students and staff to support student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: ELA, Math, CAST	2023-24 Percentage of students that met or exceeded standard: English Language Arts: 3rd: 16% 4th: 33% 5th: 21% 6th: 33% 7th: 40% 8th: 31% Math: 3rd: 15% 4th: 21% 5th: 10% 6th: 20% 7th: 21% 8th: 20% Science: 5th: 14% 8th: 17%	2024-25 Students in grades 4-8 will increase their percentage of positive growth on both ELA and Mathematics (Scaled Score) by 10% based on cohort data. Percentage of students who will score at Met/Exceeded: English Language Arts: 3rd: 26% 4th: 26% 5th: 43% 6th: 31% 7th: 43% 8th: 50% Math: 3rd: 25% 4th: 25% 5th: 31% 6th: 30% 7th: 31% 8th: 30% Science: 5th: 24% 8th: 27%
Number of students exited from our Special Education Program.	2023-2024 7 students were exited from the Special Education Program.	2024-25 Decrease the number of students receiving Special Education Services by 5%.
Star Early Literacy, Reading, and Math (English and Spanish)	2023-2024 Spring Administration Window 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. Percentage of students scoring Above or At Typical Growth on SGP: Reading: 57.3% Math: 63.1%	2024-25 75% of students will meet the school/district SGP expectation of 50% in English Reading, Spanish Reading and Math.

	Early Literacy: 52.7%	
Pathway to Biliteracy	2023-24 Percentage of students who met the criteria: 5th grade: 41% 8th grade: 67%	2024-25 Percentage of students who will meet the criteria: 5th grade: 55% 8th grade: 80%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will particiapte in a three-week data analysis cycle. Site admin will support ongoing coaching, design, implementation and evaluation of site specific Professional Learning Communities and continue improvement science 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 teachers with frequent feedback on their instructional practices. Professional development will be provided by site admin.	English Learners Foster Youth All Students Homeless Socioeconomically Disadvantaged	40000 LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning Community Consultation
1.2	A professional development series will be provided to teachers to increase their capacity to deliver effective, data driven instruction in writing and reading, 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 a lesson study once a month.	All Students English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged	60538 Title I 5800: Professional/Consulting Services And Operating Expenditures Read Write Think Consulting Services 5000 Title I 1000-1999: Certificated Personnel Salaries Subs for planning with consultants.
1.3	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 to meet the needs of our most vulnerable student groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless Students with Disabilities English Learners	No additional cost

1.4	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.	Students with Disabilities	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
1.5	Provide daily designated ELD instruction will occur, which includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction will align to the District's EL Master Plan. Provide integrated ELD occurs in all content areas throughout the remainder of the day. A Focus on Oracy is part of Balanced Literacy for our Emergent Bilingual Students.	English Learners	No additional cost
1.6	The Dual Language Program for grades K-8 will be implemented following the District's 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 for our most vulnerable student groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent. Professional learning opportunities will be provided throughout the year to support biliteracy instruction (teachers) and implementation (administrators) by both site administrators and the instructional coach.	English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged All Students	District Funded 1000-1999: Certificated Personnel Salaries Biliteracy Instructional Coach
1.7	Student Monitoring Conferences will be 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 sub out teachers with their DLI partner (K-5 school). 6th-8th grade teachers will meet with admin to review data during prep.	All Students English Learners Socioeconomically Disadvantaged Students with Disabilities Homeless	3000 Title I 1000-1999: Certificated Personnel Salaries Subs for student monitoring meetings 2695 Title I 3000-3999: Employee Benefits Benefits for subs
1.8	The District Technology Technician will maintain equipment and software to support student learning through technology software and Internet access.	All Students	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary

			District Funded 3000-3999: Employee Benefits Classified Benefits 21000 LCFF 5000-5999: Services And Other Operating Expenditures Learning Apps
1.9	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 grades. Teachers will have use of the Duplo, copy machines, Xerox machines, and the Graphics Department to make necessary copies of instructional materials.	All Students	55469 LCFF 4000-4999: Books And Supplies Materials and Supplies 2000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 22998 LCFF 4000-4999: Books And Supplies Warehouse Supplies 3000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases, & Repairs
1.10	Release time will be provided for teachers for Grade Level Collaboration, Lesson Study or Lesson Development.	All Students	4000 Title I 1000-1999: Certificated Personnel Salaries Floater subs
1.11	An Intervention Support Provider will provide support to Long-Term English Learners.	English Learners	27156 Title III 2000-2999: Classified Personnel Salaries Para Educator salary 6098 Title III 3000-3999: Employee Benefits Salary benefits
1.12	The Literacy Intervention Teacher will support K-5 students utilizing the LLI intervention program. The following student groups will be supported: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	English Learners Students with Disabilities Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries LIT teacher
1.13			
1.14	Classroom Observations will be conducted: • 10-15 Classrooms per day • Focus on Biliteracy Program look-fors and Student Engagement	All Students English Learners Socioeconomically Disadvantaged	No additional cost

	• Teachers will be provided with feedback immediately Site admin and the Instructional Coach will meet monthly: • to review summary • meet with teachers as grade-levels or individually to review data and modify instruction	Students with Disabilities	
1.15	Student Success Team (SST) meetings, 504 meetings, and IEP meetings will be held to address the needs of struggling students. Student instructional data and current or past interventions will be reviewed in order to abide by the Child Find obligation.	All Students Students with Disabilities	5000 LCFF 1000-1999: Certificated Personnel Salaries Subs
1.16	All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.	All Students	13000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips
1.17	Teachers will participate in the District sponsored Professional Learning Summit for learning support in the following areas: Literacy, Math, Culturally Responsive Teaching, and STOIC.	All Students	No additional cost
1.18	Teachers and administration will attend the AVID Summer Institute in order to improve implementation of high quality instructional strategies.	English Learners Socioeconomically Disadvantaged All Students Homeless	9796 Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute costs District Funded 5000-5999: Services And Other Operating Expenditures AVID Contract and Summer Institute costs
1.19	The Library Media Technician (LMT) will provide access and guidance to all students to check out library books based on reading levels.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library Tech - Salary District Funded 2000-2999: Classified Personnel Salaries Library Tech - Benefits
1.20	A Music Teacher will be hired for all students (TK-8).	All Students	100000 Prop 28 1000-1999: Certificated Personnel Salaries 37453 Prop 28 3000-3999: Employee Benefits 32016

			Prop 28 4000-4999: Books And Supplies
1.21			
1.23	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.	All Students	ASES
1.24	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.	All Students	ASES 1000-1999: Certificated Personnel Salaries Teacher Liaison - Salary ASES 3000-3999: Employee Benefits Teacher Liaison - Benefits
1.25	Vertical Collaboration will be held once a month (Wednesdays) and organized through Math/Science and Social Studies/ELA in order to support content are instructional coherence.	English Learners Students with Disabilities All Students Homeless	No additional cost
1.26	Star Curriculum Based Measurement (CBM) will be adminsitered to determine specific instructional gaps and provide instructional support to fill the instructional gaps.	English Learners All Students Socioeconomically Disadvantaged Homeless	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star assessments)
1.27	Site Leadership Committee will meet monthly to evaluate, review, and improve current instructional initiatives.	All Students	5000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours 3369 LCFF 3000-3999: Employee Benefits Extra hours - Benefits
1.28	The site principal and staff will attend the Carnegie Conference (Improvement Science) in order to improve student outcomes.	All Students	7000 LCFF 5000-5999: Services And Other Operating Expenditures Conference fees
1.30	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	All Students	District Funded 1000-1999: Certificated Personnel Salaries Instructional Specialist & TOSAs - Salary District Funded

	based on the performance indicators on the Dashboard.		3000-3999: Employee Benefits Instructional Specialist & TOSAs - Benefits
1.31	Read Naturally Live (Intervention Software) will be used to support all students to address reading needs.	English Learners Socioeconomically Disadvantaged Students with Disabilities Homeless	2470 LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Software contract

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies/activities impacted student learning positively. Although not present in student outcomes at this time, as we did not meet our intended goals, our teachers' confidence level has increased as it pertains to planning for instruction around the biliteracy units. Additionally, staff feels more confident in understanding the grade-level standards. Based on teacher responses and also from classroom observations the following factors contributed to positive gains in student achievement as outlined in our site plan:

- Embedded Collaboration with R.W.T consultants around Biliteracy Units
- Incorporation and focus on High-Quality Instructional Strategies
- Overall preparation for Biliteracy Units and day to day lesson design
- Collaboration and Planning with Instructional Coach
- Overall grade level planning prepared teachers for improved instruction with more engaging lessons
- Unified Pacing of the Biliteracy Units

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The need for more structure in classrooms was not specifically addressed through our plan as our resources were allotted to the planning for and reflection of instruction. Teachers reported an increase of student behavior that impeded student access to instruction. Some teachers attributed this to a lack of engagement. Teachers expressed the need for support in providing higher achieving students with access to more rigorous content.

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.

A focus on student engagement will be messaged through the implementation of the plan. As teachers become confident in their practice of Lesson Design, students will be more engaged and behaviors will be minimized. When teachers were asked to rank their confidence in the California Standards for the Teaching Profession, CSTP 1(Engaging and Supporting All Students in Learning) and 2 (Creating and Maintaining Effective Environments for Student Learning) were the most common 1st choice, however, they were chosen by less than 35% of staff. This leads us to believe that building capacity in these two areas is still needed and the plan reflects this focus.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2023-24 61 suspensions	2024-25 Suspension rates will decrease by 30%.
Attendance Rate	2023-24 85% of students are on-track with attendance. 4% attended school less than 80% of the school year	2024-25 Increase to 90% attendance rate Reduce chronic absenteeism rate to 2%
Panorma Survey-Social emotional learning	2023-24 Percentage of students indicating favorable Emotion Regulation: 41% - 3rd-5th grades	2024-25 Increase percentage of students indicating favorable Emotion Regulation: 60% - 3rd-5th grades

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Intervention and Support. Team will meet monthly to review behavior data, review individual student concerns, and review alternatives to suspension.	All Students Homeless Students with Disabilities English Learners	5000 LCFF 1000-1999: Certificated Personnel Salaries Extra Hours for PBIS meetings
2.2	Staff will fully implement our ROAR (guidelines for success), which are school wide expectations in all grade levels, using all components for Positive Behavior Support to support all students, but especially students suspended regularly in order to increase student engagement and reduce suspensions.	All Students Students with Disabilities Socioeconomically Disadvantaged Homeless Foster Youth	No additional cost
2.3	Students will be taught Digital Citizenship lessons within their classes.	All Students	No additional cost
2.4	Staff will implement and comply with the Comprehensive Safety School Plan. Fire, Lockdown, Earthquake and Evacuation drills will be scheudled regularly as follows: fire (monthly), earthquake (bimonthly), lockdown (2x/year) and evacuation (annually). Staff will monitor and revise the safety plan annually.	All Students	No addiitonal cost
2.5	Site admin, school counselors, and PBIS team will review student discipline data (referrals and suspensions) weekly. Students with previous suspended will meet weekly or bi-weekly with school counselors in order to support positive behavior.	English Learners Students with Disabilities Foster Youth Socioeconomically Disadvantaged All Students	No additional cost
2.6	The staff will utilize an MTSS model of leveled interventions for student behavior and social-development concerns. The PBIS team will review behavior concerns and develop a plan of support for staff and students.	All Students Foster Youth Homeless Students with Disabilities Socioeconomically Disadvantaged	No additional cost
2.8	Student attendance and punctuality will be monitored.	All Students	

	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	Homeless Socioeconomically Disadvantaged Students with Disabilities	No additional cost
2.9	Students will participate in Community Circles weekly to support their Social Emotional Learning. Circles will be facilitated by teachers, admin, and school counselors. The community circles will support sense of belonging, emotional regulation and student engagement.	All Students	No additional cost
2.10	Social Emotional Support provided or facilitated by School Counselor: Tier 1:School-wide SEL Monthly Classroom Lessons taught by School Counselor: K-2: Self-Regulation, Social Awareness, and Self-Management 3rd-5th: Self-Regulation, Social Awareness, and Self-Management 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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary District Funded 3000-3999: Employee Benefits Counselor - Benefits
2.11	The Outreach Consultant (ORC) makes contact with families and provides resources for services provided by the district and/or community agencies. The ORC 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.	English Learners Hispanic Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries ORC Salary District Funded 3000-3999: Employee Benefits

			ORC Benefits 1000 Title III 2000-2999: Classified Personnel Salaries Extra Hours 1308 Title III 3000-3999: Employee Benefits Extra Hours - Benefits
2.12	E-Hall Pass digitizes the hall pass process, increases accountability, enhances school safety, improves classroom efficiency, and reduces disruptions.	All Students	3000 LCFF 5000-5999: Services And Other Operating Expenditures
2.13	Free Breakfast and Lunch are available to all students.	All Students	No additional cost
2.14	The on-site LMFT Clinician will support studnents with solcial-emotional needs.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Salary
2.16			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Teachers have reported that the student behavior inside of the classroom has impacted student academic achievement. This is represented through Panorama data as our students reported lower levels of student engagement and self-regulation. Student behaviors increase when students are less engaged in learning and are unable to regulate their emotional state. The overall structures and routines outside the classroom have improved and most students are engaging in less unfavorable behaviors. However, our supports were not as successful for our students who repeatedly had unfavorable behaviors.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we were fortunate to have a LMFT on site that was not part of our original plan. Students with elevated social emotional needs were referred to the clinician for more intensive supports. As a result, we were able to address these social emotional needs more efficiently and with greater focus as we were able to collaborate with the clinician directly. Currently, our LMFT serves 18 Lemonwood 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.

With the use of e-hall pass, we are able to gather data on the number of times students leave class to use the restroom. Additionally, data on the amount of instruction missed is accessible to our site. This is a data point that should be reviewed frequently in order for supports to be implemented school-wide and at the student 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase number of survey particiants.
To family efficacy
To increase family engagement

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Responses-total number	Spring 2024 44 respondents	2024-25 Increase responses to 100.
Family Engagement	Spring 2024 Degree in which families become involved with an interest with their child's school was 7%.	2024-25 Increase by 5%.
LCAP Family Engagement and LCAP Annual Survey	Spring 2024 Family-School Communication: 81% of parents felt the communication with school was helpful 82% felt comfortable communicating with the school	2024-25 Increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.	All Students English Learners	1000 Title III 2000-2999: Classified Personnel Salaries Child Care-ELAC 1500 Title III 2000-2999: Classified Personnel Salaries Verbal Translation
3.2	Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.	Socioeconomically Disadvantaged	No additional cost
3.3	Parents and Staff will attend local CABE conference to learn strategis to support thier children academically.	English Learners	2000 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference/Workshop
3.4	Students and parents will attend transition to middle school and high school IEP meetings.	English Learners Students with Disabilities	No additional costs
3.5	SST/IEP teams will include parents in order to plan individualized student support for their child. All student groups included: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students English Learners Homeless Students with Disabilities	No additional cost
3.6	Teachers will communicate with all parents regarding instructional topics and student specific goals with a focus on students from these groups: McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless English Learners Students with Disabilities	No additional cost
3.7	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, especially supporting McKinney Vento students, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	Socioeconomically Disadvantaged Homeless All Students	ORC Salary - See Goal 2.11
3.8	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.	All Students	Counselor Salary - See Goal 2.10
3.9	The school will work with District translation services to support families who speak Mixteco by	English Learners	District Funded

	having access to MICOP services, translation, and parenting workshops.		2000-2999: Classified Personnel Salaries Mixteco Translator Salary District Funded 3000-3999: Employee Benefits Mixteco Translator Salary - Benefits
3.10	Parents will be invited to the Growth Parade for each trimester. Families will help students decorate their poster with the identified area to celebrate. This connects home to school.	All Students	No additional cost
3.11	All 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.	All Students English Learners	3480 Title III 2000-2999: Classified Personnel Salaries Translation
3.12	School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.	All Students	No additional cost
3.13	The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.	All Students	No additional cost
3.14	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.	All Students	ASES No addiitonal cost
3.15	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. All parents will be invited, but a focus will be on the parents for the following groups:McKinney Vento, Students with disabilities, Emergent Bilinguals, and/or students who are chronically absent.	All Students Homeless Students with Disabilities English Learners	ORC-No additional cost
3.16	A Transitional Kindergarten/Kindergarten Orientation Night will be held at the end of one school year and the beginning of the next to foster communication, create psootive realtionships and provide families with necessary infromation.	All Students	See Goal 1, extra teacher hours
3.19	Families will receive communication from school via phone, text, video message, and/or website through Parent Square.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Paretn Square contract

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we plan to address how engaged our parents feel with our site as indicated from the survey. In reviewing the responses to the individual question, it is important to note that parents indicated their work schedule as the biggest barrier to being engaged with the school. As a result, we saw the level of participation at our School Site Council and ELAC meetings dwindle towards the end of the year. However, the level of participation increased at our growth parades and our community events had close to 1000 attendees (Dia del Nino and trunk or treat). Therefore, it would be insightful to know how connected parents in attendance feel to the school.

Our metrics for school to home communication were favorable, however we will still try to improve in this area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An adjustment to the time of the SSC and ELAC meetings might yield more participation/attendance, however I appreciate that parents attend the non-curricular events on a regular basis. This is an opportunity for staff, students, and parents to build relationships and I believe that if we had more parents complete the survey, our metric would be more favorable.

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.

No expenditure adjustments were made, however planning to improve overall attendance and the level of engagement will occur.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$128,571.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$486,346.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$85,029.00
Title III	$43,542.00

Subtotal of additional federal funds included for this school: $128,571.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$185,836.00
LCFF - Intervention	$2,470.00
Prop 28	$169,469.00

Subtotal of state or local funds included for this school: $357,775.00

Total of federal, state, and/or local funds for this school: $486,346.00

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	85,029.00	0.00
Title III	43,542.00	0.00
LCFF	185,836.00	0.00
LCFF - Intervention	2,470.00	0.00
Prop 28	169,469.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	185,836.00
LCFF - Intervention	2,470.00
Prop 28	169,469.00
Title I	85,029.00
Title III	43,542.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	127,000.00
2000-2999: Classified Personnel Salaries	34,136.00
3000-3999: Employee Benefits	50,923.00
4000-4999: Books And Supplies	110,483.00
5000-5999: Services And Other Operating Expenditures	88,266.00
5800: Professional/Consulting Services And Operating Expenditures	75,538.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	15,000.00
3000-3999: Employee Benefits	LCFF	3,369.00
4000-4999: Books And Supplies	LCFF	78,467.00
5000-5999: Services And Other Operating Expenditures	LCFF	76,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,470.00
1000-1999: Certificated Personnel Salaries	Prop 28	100,000.00
3000-3999: Employee Benefits	Prop 28	37,453.00
4000-4999: Books And Supplies	Prop 28	32,016.00
1000-1999: Certificated Personnel Salaries	Title I	12,000.00
3000-3999: Employee Benefits	Title I	2,695.00
5000-5999: Services And Other Operating Expenditures	Title I	9,796.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	60,538.00
2000-2999: Classified Personnel Salaries	Title III	34,136.00
3000-3999: Employee Benefits	Title III	7,406.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	468,058.00
Goal 2	10,308.00
Goal 3	7,980.00

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
Martha Romero	Classroom Teacher
Gabriela Serrano	Other School Staff
Kevin Glass	Parent or Community Member
Elaine Medina	Parent or Community Member
Cinthia Ramirez	Parent or Community Member
Luz Arreguin	Parent or Community Member
Vanessa Soto	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
	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 28, 2024.

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

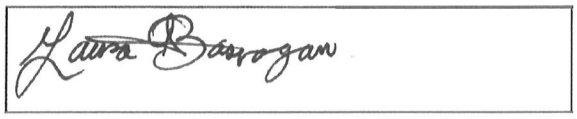
Recommendations and Assurances

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:

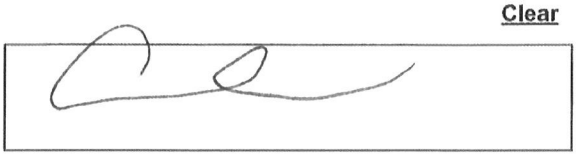
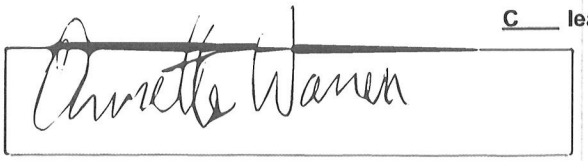
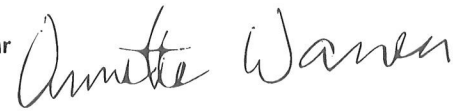
Signature	Committee or Advisory Group Name
Please sign the document Clear 	☑ English Learner Advisory Committee

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.

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 28, 2024 .

Attested:

Please sign the document Clear 	Principal, Allison Cordes on
Please sign the document C lear 	SSC Chairperson, Annette Warren on 

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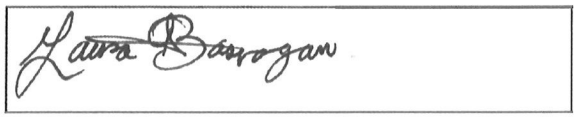
Please sign the document Clear 	☑ English Learner Advisory Committee

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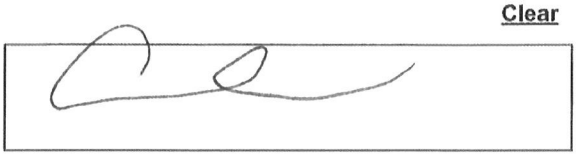
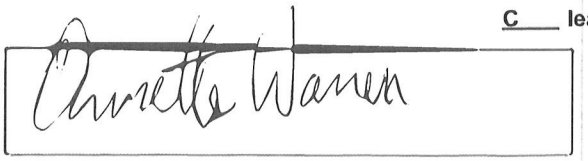
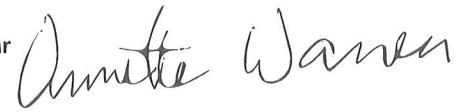
Please sign the document Clear 	Principal, Allison Cordes on
Please sign the document Clear 	SSC Chairperson, Annette Warren on 

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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	May 15, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Dr. Manuel M. Lopez Academy of Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Dr. Manuel M. Lopez Academy of Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 790 students.

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, an Opportunity Class (for Tier 3 behavioral supports), 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 include 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 reflect the 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 closely align with the board adopted student profile. The Lopez Academy plan also includes expenditures and actions to support the Biliteracy 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: Changing the World! In School and Beyond!

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.

Educational Partner Involvement

How, when, and with whom did Dr. Manuel M. Lopez Academy of Arts and Sciences 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 educational partner 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, PTA, 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.

This section is required for all schools eligible for ATSI and CSI.

Of all students that attend Dr. Manuel M. Academy of Arts and Sciences, 8.3% are Homeless, 19.6% are Students with Disabilities, and 91.6% are Socioeconomically Disadvantaged. To support our Homeless and Socioeconomically Disadvantaged students, our school offers a full-time Outreach Specialist who provides bags of food for these families every Friday afternoon. Also, we provide PE uniforms and school supplies to families that are free of charge for these families. If additional resources are needed for these student groups, referrals to community agencies are submitted by our bilingual Outreach Specialist.

To support our Students with Disabilities to access their education, Lopez Academy offers several instructional programs that include; co-taught general education classes, Resource Classes, Special Day classes (Mind to Moderate and Moderate to Severe), an Autism class, and Adapted Physical Education. These classes offer certificated and classified staff members that support a small educator to student ratio. This way, students receive academic, behavioral, and social-emotional support within the least restrictive environment they are enrolled in. These students are closely monitored by a Case Manager who schedule formal meetings to monitor student progress and ensure that all services are appropriate for each student.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The 2023 California Dashboard identified Lopez Academy as "red" in Chronic Absenteeism and "orange" in Suspension Rate, English Learner Progress, and Mathematics. To address chronic absenteeism and improve our daily attendance rate, Lopez Academy will hold monthly meetings with students and families who have multiple days of being absent. Our goal is to closely monitor student attendance every month, hold meetings SART meetings at school, and educate parents and students on the importance of attendance. We have created a system to reward students with outstanding attendance on a regular basis.

In order to reduce the suspension rate, this year, we adopted a new system of accountability to ensure that students are following school rules and expectations. Students behavior is monitored through a 100-Point Merit System where students with 97 points or more are celebrated every trimester. Also, our campus assistant, counselors, administrators and teachers developed a plan to monitor and supervise all buildings during all passing periods during the school day to reduce the amount of physical altercations or drug use on campus. Through strong supervision and building strong relationships with our students, our goal is to significantly reduce suspensions.

In 2023-2024, our instructional focus and theory of action pertained to administrators and teachers collaborating to lesson plan on a weekly basis to ensure that instruction was modified to meet the academic and linguistic needs of all students, based on Star and Common Formative assessment data. During lesson planning, graphic, sensory, and visual supports were identified to support the academic development of our Emerging Bilinguals and students in Mathematics. Star data throughout the year, indicated an GSP growth of 61-64%; well over the district's SGP growth of 50%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy revealed concerning indicators in English Language Arts (ELA), with one "red," three "orange," and one "yellow" color indicator. Particularly troubling was the "red" indicator for Students with Disabilities, signaling a significant performance gap that required urgent attention. In response, the school has taken proactive steps to support these students by expanding co-taught classes for the 2023-2025 Academic School Years. By providing more students with disabilities access to a general education classroom setting and a rigorous curriculum, the school aims to address barriers to academic success and foster inclusive learning environments.

The decision to add five more ELA and Math co-taught sections in the Master Schedule reflects a commitment to meeting the diverse needs of students while maintaining high academic standards. Co-taught classes, where a general education teacher collaborates with a special education teacher, offer personalized support and differentiated instruction, ensuring that students with disabilities receive the accommodations and modifications necessary to succeed academically. By embedding these inclusive practices within the school's structure, Dr. Manuel M. Lopez Academy demonstrates its dedication to equity and excellence for all students, regardless of ability.

Expanding co-taught classes not only benefits students with disabilities but also enriches the learning experience for all students. Research indicates that inclusive classrooms promote positive social interactions, build empathy, and enhance academic outcomes for students of all abilities. By fostering a culture of collaboration and mutual support, Dr. Manuel M. Lopez Academy creates an environment where every student feels valued and empowered to reach their full potential. Moving forward, the continued expansion of co-taught classes reflects a strategic approach to improving ELA performance and fostering a more inclusive and equitable learning community.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The Panorama Survey serves as a crucial tool for monitoring students' social-emotional development, providing valuable insights into their well-being and overall school experience. The 2023-2024 data underscores the importance of addressing key areas such as emotional regulation, sense of belonging, and engagement to support students' holistic growth. Emotional regulation is essential for students to navigate challenges effectively and maintain a positive mindset, while a strong sense of belonging fosters a supportive school community where every student feels valued and included. Additionally, high levels of engagement are linked to academic success and overall well-being, making it imperative to create environments that cultivate active participation and enthusiasm for learning.

To address the areas identified in the survey data, Dr. Manuel M. Lopez Academy has outlined a comprehensive approach that leverages various strategies and initiatives. The implementation of the WEB (Where Everyone Belongs) program and active involvement in ASB (Associated Student Body) activities provide opportunities for students to connect with peers, develop leadership skills, and build a sense of belonging within the school community. Furthermore, incentives can serve as motivational tools to encourage positive behaviors and reinforce the importance of emotional regulation and engagement. By recognizing and rewarding students' efforts, the school reinforces desired behaviors and cultivates a culture of positivity and achievement.

Incorporating community circles into the school's practices further enhances opportunities for students to develop emotional regulation, foster connections, and enhance engagement. These circles provide a safe and supportive space for students to express themselves, share experiences, and build meaningful relationships with peers and staff. By promoting open communication, empathy, and mutual respect, community circles contribute to a positive school climate where students feel empowered to navigate challenges and thrive socially, emotionally, and academically. Overall, the Panorama Survey data serves as a catalyst for targeted interventions and strategic initiatives aimed at enhancing students' social-emotional development and fostering a nurturing and inclusive school environment.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dr. Manuel M. Lopez Academy of Arts and Sciences. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.75%	0.66%	0.40%	6	5	3
Asian	0%	0%	0.13%	0	0	1
Filipino	0.87%	0.53%	0.67%	7	4	5
Hispanic/Latino	95.64%	95.23%	94.34%	768	719	700
Pacific Islander	0.25%	0.4%	0.40%	2	3	3
White	2.24%	2.78%	3.77%	18	21	28
Multiple/No Response	0.25%	0.4%	0.27%	2	3	2
			Total Enrollment	803	755	742

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten			
Grade 6	288	235	248
Grade 7	264	256	228
Grade 8	251	246	266
Total Enrollment	803	737	742

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 742 students; an increase from the previous year. Our enrollment in 7th grade is slightly lower than previous years, with approximately 228 students in this grade level. Our 6th and 8th grade student populations increased in 2023-2024 Academic School Year by 20 students for a current enrollment of 248 students in 6th grade and 266 students in 8th grade. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as Emerging Bilinguals; primarily long term English Learners.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	298	327	311	32.70%	#DIV/0!	41.9%
Fluent English Proficient (FEP)	329	263	263	45.10%	#DIV/0!	35.4%
Reclassified Fluent English Proficient (RFEP)		42		7.6%	NA	

Conclusions based on this data:

Emerging Bilinguals (English learners) currently make up about four tenths of our entire student population, but close to 80% of students at Lopez have been classified as Emerging Bilinguals at one point during their academic career. A vast majority of Emerging Bilinguals 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. Emerging Bilinguals 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.

2024 Preliminary CAASPP scores in ELA indicate that 7.5 % of 6th grade students, 11% of 7th grade students, and 5.5% of 8th grade students scored "met standard" or "above." Also, approximately 3.3% of 6th grade students, 3.2% of 7th grade students, and 1.5% of 8th grade students scored "met standard" or "above" on the preliminary 2024 Math Summative 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 and increased once again in ELA and Math performance in the 2023 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 90 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 over one-third of all students. 35% 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	175	77	44%	45	26%	45	26%	8	5%	Level 1	1011
Grade 7	184	76	41%	46	25%	53	29%	9	5%	Level 2	1042
Grade 8	202	82	41%	76	38%	36	18%	8	4%	Level 2	1051

Conclusions based on this data:

In addition to administering the CAASPP assessments, the Star Reading assessment was administered to students four times during the 2023-24 school year. Star assessment scores demonstrate the progress each individual student is making in their reading development. Throughout the 2023-2024 Academic School Year, administrators and teachers closely analyzed STAR data during our weekly Professional Learning Communities to plan units of study that were modified to meet the academic and linguistic needs of all students, based on the levels they placed on the Star Reading and Math during the Fall, Winter, and Spring administration. Besides using Star data to plan instruction and differentiate student activities, school administrators monitored instruction through a Google survey and provided immediate feedback to each teacher to ensure that instruction was modified for all students at all performance levels on the Star assessment.

When comparing the End of the Year test administration of the 2024 Star Reading assessment to the 2024 Preliminary CAASPP ELA scores, students performed closely within a 3% margin in 6th grade, and a 6% margin in 8th grade. There was a huge discrepancy between the 13% passage on the EOY Star Reading and the preliminary 2024 CAASPP Reading assessment with a 23% point difference, as 36% of 7th grade students met or exceeded the reading standards on the CAASPP.

During the 2024-2025 Academic School Year, administrators and teachers will continue to administer and analyze the Star Reading data during weekly PLC's to plan differentiated instruction to meet the academic and linguistic needs of all students in their class periods. Administrators will monitor differentiated instruction through classroom visits and provide immediate feedback to each teacher. School administrators will schedule grade level and individual meetings with teachers to monitor the academic progress of students throughout the year, and several professional development opportunities will be incorporated to grow teacher capacity in reading and writing strategies. Finally, professional development in writing using the RACE writing strategies will be a school-wide focus for all departments to adopt this highly effective format of writing and increase the strength of our students in this skill.

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	177	106	60%	34	19%	34	19%	3	2%	Level 1	1024
Grade 7	202	113	56%	47	23%	30	15%	12	6%	Level 1	1046
Grade 8	220	133	60%	38	17%	15	7%	34	15%	Level 1	1054

Conclusions based on this data:

In addition to administering the CAASPP assessments, the Star Math assessment was administered to students four times during the 2023-24 school year. Star assessment scores demonstrate the progress each individual student is making in the area of math. Throughout the 2023-2024 Academic School Year, administrators and teachers closely analyzed STAR data during our weekly Professional Learning Communities to plan units of study that were modified to meet the academic and linguistic needs of all students, based on the levels they placed on the Star Math during the Fall, Winter, and Spring administration. Besides using Star data to plan instruction and differentiate student activities, school administrators monitored instruction through a google survey and provided immediate feedback to each teacher to ensure that instruction was modified for all students at all performance levels on the Star assessment.

When comparing the End of the Year test administration of the 2024 Star Math assessment to the 2024 Preliminary CAASPP Math scores, students performed very closely within a 3% margin in 6th grade, and a 1% margin in 7th and 8th graders. It is evident that the Spring Star Math \assessment is a very close prediction of student achievement in the 2024 CAASPP Math assessment. Therefore, it is essential to analyze Star Math data throughout the school year to closely monitor our students and strengthen our tier-1 instruction to meet the academic needs of all students.

During the 2024-2025 Academic School Year, administrators and teachers will continue to administer and analyze the Star Math data during weekly PLC's to plan differentiated instruction to meet the academic and linguistic needs of all students in their class periods. Administrators will monitor differentiated instruction through classroom visits and provide immediate feedback to each teacher. School administrators will schedule grade level and individual meetings with teachers to monitor the academic progress of students throughout the year, and several professional development opportunities will be incorporated to grow teacher capacity in reading and writing strategies. Finally, professional development in mathematics focusing on word problem analysis and explaining mathematical reasoning will be the focus for the 2024-2025 Academic School Year, as these skills are heavily weighted on the CAASPP assessments. Finally, Science teachers will receive professional development from our district Science TOSA on data analysis (through charts and graphs) to focus on these during instruction and support our students in[rove their Math skills throughout the school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		270	230		265	226		265	225		98.1	98.3
Grade 7		243	253		238	248		238	248		97.9	98.0
Grade 8		282	240		274	235		274	235		97.2	97.9
All Grades		795	723		777	709		777	708		97.7	98.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2462.		1.89	3.56		16.23	20.44		28.30	32.00		53.58	44.00
Grade 7		2501.	2498.		5.88	3.23		27.31	23.39		26.47	37.50		40.34	35.89
Grade 8		2506.	2513.		4.01	5.11		27.01	24.68		27.37	34.04		41.61	36.17
All Grades	N/A	N/A	N/A		3.86	3.95		23.42	22.88		27.41	34.60		45.30	38.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.70		47.92	50.45		47.17	42.86
Grade 7		8.82	7.32		57.98	62.60		33.19	30.08
Grade 8		7.66	6.81		55.84	60.85		36.50	32.34
All Grades		7.08	6.95		53.80	58.16		39.12	34.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.00		36.23	41.33		60.75	54.67
Grade 7		9.24	6.12		50.84	55.92		39.92	37.96
Grade 8		4.38	4.68		48.54	51.91		47.08	43.40
All Grades		5.41	4.96		45.05	49.93		49.55	45.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.33		69.43	75.56		23.02	19.11
Grade 7		8.40	7.66		71.01	72.98		20.59	19.35
Grade 8		9.12	11.06		71.90	72.34		18.98	16.60
All Grades		8.37	8.05		70.79	73.59		20.85	18.36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.11		63.02	64.44		29.43	24.44
Grade 7		11.34	10.08		63.03	68.15		25.63	21.77
Grade 8		12.77	14.04		66.42	65.53		20.80	20.43
All Grades		10.55	11.72		64.22	66.10		25.23	22.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Lopez Academy 6th grade students scoring met/exceeded on the preliminary 2024 CAASPP Summative ELA test totaled 27%. This represented a 4% percent increase from the most recent assessment during the 2022-23 school year. Lopez Academy 7th grade students scoring met/exceeded on the preliminary 2024 CAASPP Summative ELA totaled 36% which is a significant increase of 10% from the 2022-2023 school year. 30% of Lopez Academy 8th graders scored met/exceeded on the preliminary 2024 CAASPP ELA test which was a 1% increase from last year's administration.

Although our 7th grade students made significant improvement in the 2024 CAASPP ELA Summative assessment, 6th and 8th grade students also made adequate academic growth; a testament to the instructional work our administrators and teachers are currently doing at Lopez Academy.

For the 2024-2025 Academic School year, 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 2024, 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 Emerging Bilinguals and all students in reading, our students continue to make academic growth in reading as reported by the 2024 preliminary CAASPP assessments and the 2024 California Dashboard. Our Emerging Bilinguals reported "High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading 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 2024-25 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 12 to 13 sections, 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 2024-25 Academic School Year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		270	230		265	224		263	224		98.1	97.4
Grade 7		243	253		238	247		263	247		97.9	97.6
Grade 8		281	239		274	233		273	233		97.5	97.5
All Grades		794	722		777	704		776	704		97.9	97.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2448.		2.26	2.68		9.43	11.16		25.28	29.02		63.02	57.14
Grade 7		2456.	2468.		3.36	6.07		13.03	12.15		21.85	23.48		61.76	58.30
Grade 8		2451.	2459.		2.93	4.72		9.16	8.58		20.51	19.74		67.40	66.95
All Grades	N/A	N/A	N/A		2.84	4.55		10.44	10.65		22.55	24.01		64.18	60.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.46		34.34	38.39		61.51	57.14
Grade 7		4.62	5.26		39.08	38.06		56.30	56.68
Grade 8		2.93	4.72		40.29	35.62		56.78	59.66
All Grades		3.87	4.83		37.89	37.36		58.25	57.81

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.13		38.11	44.64		60.00	52.23
Grade 7		4.62	6.88		50.00	51.01		45.38	42.11
Grade 8		3.66	6.44		42.49	42.49		53.85	51.07
All Grades		3.35	5.54		43.30	46.16		53.35	48.30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.68		55.09	58.48		41.51	38.84
Grade 7		5.04	4.45		57.98	64.37		36.97	31.17
Grade 8		1.10	2.15		59.34	58.37		39.56	39.48
All Grades		3.09	3.13		57.47	60.51		39.43	36.36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Lopez Academy 6th grade students scoring met/exceeded on the preliminary 2024 CAASPP Summative Math test totaled 15%. This represented a 2% percent increase from the most recent assessment during the 2023-24 school year. Lopez Academy 7th grade students scoring met/exceeded on the preliminary 2024 CAASPP Summative Math totaled 19% which is an increase of 1% from the 2023-2024 school year. 17% of Lopez Academy 8th graders scored met/exceeded on the preliminary 2024 CAASPP Math test which was a significant 5% increase from last year's administration.

Although our 7th grade students had the strongest academic performance in the 2024 CAASPP Math Summative assessment, 6th and 8th grade students also made adequate academic growth; a testament to the instructional work our administrators and teachers are currently doing at Lopez Academy.

For the 2024-2025 Academic School year, we will continue to heavily focus on professional development for our Math and Science teachers with the support of our district Teachers on Special Assignment in these content areas. These

departments will focus on improving tier-1 instruction focused on chart/graph data analysis and writing to explain students' mathematical reasoning. 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 12 to 13 sections, 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 2024-25 Academic School Year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1530.0	1491.9	1522.5	1522.0	1500.2	1525.9	1537.6	94	111	87
7	1510.0	1555.6	1546.2	1508.0	1554.0	1543.1	1511.5	1556.8	1548.7	96	81	94
8	1530.8	1556.1	1548.3	1527.4	1561.5	1536.2	1533.6	1550.3	1560.0	76	76	60
All Grades										266	268	241

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.35	43.75	45.95	37.65	26.25	36.04	29.41	23.75	6.31	10.59	80	111	85
7	10.00	37.04	22.34	28.89	33.33	39.36	41.11	24.69	32.98	20.00	4.94	5.32	90	81	94
8	12.50	19.74	30.00	36.11	52.63	36.67	40.28	22.37	13.33	11.11	5.26	20.00	72	76	60
All Grades	9.50	21.64	24.27	35.95	44.03	38.08	35.95	28.73	26.78	18.60	5.60	10.88	242	268	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.29	43.75	47.75	37.65	23.75	13.51	23.53	15.00	6.31	3.53	80	111	85
7	17.78	45.68	35.11	40.00	38.27	44.68	33.33	12.35	17.02	8.89	3.70	3.19	90	81	94
8	20.83	48.68	25.00	47.22	38.16	46.67	26.39	7.89	13.33	5.56	5.26	15.00	72	76	60
All Grades	18.60	41.04	32.64	43.39	42.16	42.68	28.10	11.57	18.41	9.92	5.22	6.28	242	268	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.59	13.75	19.82	30.59	43.75	54.95	36.47	36.25	22.52	22.35	80	111	85
7	2.22	16.05	11.70	17.78	37.04	27.66	40.00	30.86	48.94	40.00	16.05	11.70	90	81	94
8	5.56	11.84	28.33	31.94	26.32	26.67	31.94	51.32	20.00	30.56	10.53	25.00	72	76	60
All Grades	4.55	9.33	15.48	20.66	26.87	28.45	38.84	46.64	37.24	35.95	17.16	18.83	242	268	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.18	59.49	72.97	72.94	24.05	8.11	5.88	79	111	85
7	10.47	16.05	13.83	62.79	74.07	72.34	26.74	9.88	13.83	86	81	94
8	18.84	15.79	15.00	62.32	73.68	65.00	18.84	10.53	20.00	69	76	60
All Grades	14.96	17.16	16.74	61.54	73.51	70.71	23.50	9.33	12.55	234	268	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	54.76	47.50	42.86	40.48	12.50	4.76	4.76	80	105	84
7	48.89	71.05	57.45	44.44	26.32	40.43	6.67	2.63	2.13	90	76	94
8	43.66	64.79	61.02	50.70	33.80	30.51	5.63	1.41	8.47	71	71	59
All Grades	44.40	61.51	57.38	47.30	35.32	37.97	8.30	3.17	4.64	241	252	237

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.76	30.00	42.34	42.35	65.00	54.95	45.88	80	111	85
7	5.68	18.52	19.15	32.95	58.02	39.36	61.36	23.46	41.49	88	81	94
8	16.90	16.00	35.00	30.99	40.00	31.67	52.11	44.00	33.33	71	75	60
All Grades	8.79	11.24	20.50	31.38	46.44	38.49	59.83	42.32	41.00	239	267	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	34.12	76.25	76.58	57.65	12.50	7.21	8.24	80	111	85
7	3.41	19.75	19.15	82.95	76.54	77.66	13.64	3.70	3.19	88	81	94
8	1.45	2.67	16.67	88.41	96.00	70.00	10.14	1.33	13.33	69	75	60
All Grades	5.49	13.48	23.85	82.28	82.02	68.62	12.24	4.49	7.53	237	267	239

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The results within this analysis are based upon preliminary data from the 2024 test administration and will be compared to the ELPAC results from the 2022-23 Academic School Year. Improving academic outcomes for Emerging Bilinguals was a top priority at Lopez Academy during the 2023-24 school year, and the preliminary results are showing additional growth from the high growth reported last year.

Overall, 128 students at Lopez Academy scored an overall score of 3 or 4 overall on the 2023-24 preliminary ELPAC assessment. This represents over one half of the total our Emerging Bilingual student population at Lopez. In 6th grade, 46% of Emerging Bilinguals 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, 57% 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 48% 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 preliminary 2024 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 2023-2024 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 2024-25 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 "High" growth as indicated in the 2023 California Dashboard and 2024 preliminary ELPAC assessments. As of today, 36, 6th through 8th grade students have met criteria to reclassify as English Proficient in August of 2024 for the upcoming Academic School Year.

To support our students academic growth for the 2024-25 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
755	**91.3**	**43.3**	**0.4**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	327	43.3
Foster Youth	3	0.4
Homeless	63	8.3
Socioeconomically Disadvantaged	689	91.3
Students with Disabilities	148	19.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7
Filipino	4	0.5
Hispanic	719	95.2
Two or More Races	3	0.4
Pacific Islander	3	0.4
White	21	2.8

Conclusions based on this data:

Lopez has a diverse student body, with 91.3% of students identified as Socio-Economically disadvantaged. 43.3% of Lopez students are identified as Emerging Bilinguals, while 0.4% of students are considered Foster Youth. The number of students in each of these student groups increased from the previous school year.

White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Lopez has 19.6% of students that are identified as students with disabilities. Approximately 8.3% 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 in English Language Arts and Mathematics. The 2023 California Dashboard reported that our Emerging Bilinguals were "Very High" in academic progress during the 2022-23 Academic School Year. As a result of this, Lopez Academy met criteria to not be labeled as a school on CSI status or ATSI status for the 2023-2024 Academic School Year. We will remain as "no status" during the 2024-2025 Academic School Year given the academic and linguistic progress reported on the preliminary 2024 CAASPP ELA and Math assessments. In addition, suspensions decreased and attendance improved in the 2024 Academic School Year.

To support of Homeless population during the 2024-2025 Academic School Year, our ORC will deliver food bags on Fridays and we will submit county referrals for families with financial challenges. We will provide clothing, PE uniforms, backpacks, school supplies, and other appropriate items to low-socioeconomic families upon request. Finally, we will coordinate with our Healthy Start social workers on sensitive matters to support our McKinney-Vento, Foster Youth, and low socio-economic student groups.

For the 2024-2025 Academic School Year, Lopez Academy has expanded our co-taught sessions from 7 to 12 to give access to a general education curriculum and setting to our Special Education students. Also, we have expanded our Adaptive Physical Education classes from 1 to 2 sections to increase physical support for Students with Disabilities that need intense physical support.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences presents a detailed overview of the school's performance across multiple areas. The academy received a "yellow" color indicator in Language Arts, signifying moderate performance that is nearing state standards but still requires improvement. This achievement indicates effective teaching practices and curriculum strategies in Language Arts. However, areas such as suspension rates, Mathematics, and Emerging Bilingual progress are marked with an "orange" indicator, highlighting more significant challenges in these domains. The "red" indicator in chronic absenteeism is particularly

concerning, reflecting a substantial issue with student attendance that requires immediate and sustained intervention.

The progress observed in various areas can be largely attributed to targeted professional development aimed at building educator capacity. This professional development ensures that teachers are equipped with the latest pedagogical strategies and classroom management techniques. Facilitated data analysis and lesson planning within Professional Learning Communities (PLCs) and dedicated Wednesday Collaboration time have also been instrumental. These collaborative sessions enable teachers to analyze student performance data, identify areas for improvement, and plan effective lessons tailored to student needs, thus driving overall academic progress.

The use of AVID (Advancement Via Individual Determination) strategies has been particularly effective in fostering a culture of academic rigor and college readiness among students. AVID methodologies, which focus on critical thinking, organization, and study skills, have helped improve student engagement and academic performance, particularly in Language Arts. These strategies have contributed to the school's "yellow" indicator in this area, reflecting a closer alignment with state standards compared to other subjects.

To address the high chronic absenteeism rate outlines in the 2023 California Dashboard, Lopez Academy will implement monthly attendance assemblies aimed at monitoring and supporting students with 6-16 absences. These assemblies serve as a proactive measure to identify at-risk students and provide them with the necessary resources and support to improve their attendance. By offering resources and personalized attention, the school aims to reduce absenteeism and ensure that students remain engaged in their education. This multifaceted approach to tackling chronic absenteeism underscores the school's commitment to creating a supportive and inclusive educational environment, addressing both academic and non-academic barriers to student success.

In the 2024-2025 Academic School Year, Lopez Academy will continue to decrease suspensions by training our campus assistants in effective strategies for supervision and increase the amount of restorative conversations held to prevent any physical altercations that lead to out of school suspensions. We will implement the 100-Point Merit System to motivate students to engage in positive activities and follow school rules throughout the school day. Students with excellent points every six weeks, will participate in school-wide incentives and celebrations.

Finally, strengthening tier-1 instruction will be the focus to improve academic and linguistic achievement in Mathematics and Emerging Bilinguals by analyzing Star (and common assessment) data every week during PLC's to modify instruction that meets the needs of all students. Targeted professional development with AVID strategies and constant trainings with our district's math department will support effective instruction in mathematics and for our Emerging Bilinguals.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
56.2 points below standard	74.7 points below standard	1 Student
Increased +5.8 points	Increased +3.8 points	
684 Students	411 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
62.2 points below standard	59.3 points below standard	139.2 points below standard
Increased Significantly +15.7 points	Increased +4.4 points	Decreased -5 points
60 Students	631 Students	140 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 57.6 points below standard Increased +6 points 653 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	40.6 points below standard Decreased -5.6 points 19 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102 points below standard Increased +3.6 points 204 Students	47.7 points below standard Increased +4.2 points 207 Students	48.6 points below standard Maintained -0.4 points 139 Students

Conclusions based on this data:

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences presents a nuanced picture of student performance across various demographic groups. The Socioeconomically Disadvantaged, Homeless, and Hispanic student groups received a "yellow" color indicator, signifying performance that is approaching the state standard but still requires improvement. In contrast, Students with Disabilities received a "red" indicator, denoting significant challenges and performance well below the standard. Emerging Bilinguals were marked with an "orange" indicator, indicating performance between the "red" and "yellow" levels. While the overall school performance is 56.2 points below the standard, there has been notable progress across all student groups.

The improvement across these diverse student groups can be attributed to several key strategies implemented by the school. A strong focus on Tier 1 instruction has ensured that high-quality teaching practices are accessible to all students, providing a solid foundation for learning. Regular data analysis has played a critical role in identifying student needs and tailoring interventions effectively. This data-driven approach allows for precise adjustments to instructional strategies, ensuring that resources are allocated where they are most needed.

Moreover, the school has emphasized the importance of Professional Learning Communities (PLCs) and data chats with site administration. These collaborative efforts have fostered a culture of continuous improvement among educators, enabling them to share best practices and develop innovative teaching methods. Professional development opportunities have further built teacher capacity, equipping educators with the skills necessary to address the unique challenges faced by their students. This comprehensive approach has contributed to the observed improvements, highlighting the

effectiveness of these strategies in elevating student performance, even as the school continues to strive for greater gains, particularly among our Emerging Bilinguals and Students with Disabilities.

Finally, strengthening Tier 1 instruction will be the focus to improve academic and linguistic achievement in Language Arts and Emerging Bilinguals by analyzing Star (and common assessment) data every week during PLC's to modify instruction that meets the needs of all students. Targeted professional development with AVID strategies and constant trainings with our district's ELA department will support effective instruction in Language Arts and for our Emerging Bilinguals and Students with Disabilities. Increasing the amount of sections in our co-taught ELA classes will support academic achievement as this increases the number of Students with Disabilities in a general education setting.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
105.1 points below standard	124.1 points below standard	1 Student
Increased +13.7 points	Increased +5 points	
678 Students	408 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
117.8 points below standard	107.7 points below standard	187.8 points below standard
Increased Significantly +35.2 points	Increased +13.2 points	Increased Significantly +16 points
60 Students	624 Students	139 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 107.5 points below standard Increased +13.5 points 648 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	54 points below standard Increased +8.9 points 19 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
151.8 points below standard Increased +3.8 points 201 Students	97.2 points below standard Increased +5.6 points 207 Students	102.2 points below standard Increased +13 points 138 Students

Conclusions based on this data:

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences highlights several student groups—Emerging Bilinguals, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, and Hispanic—receiving an "orange" color indicator. This suggests that while these groups are performing below the state standard, they are not in the lowest performance tier, indicating some progress. The orange designation reflects significant room for improvement, particularly given that the average performance is 105.1 points below the standard. This data underscores the challenges faced by the academy in supporting diverse and vulnerable student populations, yet it also shows areas where focused efforts might yield further improvements.

The improvement across these diverse student groups can be attributed to several key strategies implemented by the school. A strong focus on Tier 1 instruction has ensured that high-quality teaching practices are accessible to all students, providing a solid foundation for learning. Regular data analysis has played a critical role in identifying student needs and tailoring interventions effectively. This data-driven approach allows for precise adjustments to instructional strategies, ensuring that resources are allocated where they are most needed.

Moreover, the school has emphasized the importance of Professional Learning Communities (PLCs) and data chats with site administration. These collaborative efforts have fostered a culture of continuous improvement among educators, enabling them to share best practices and develop innovative teaching methods. Professional development opportunities have further built teacher capacity, equipping educators with the skills necessary to address the unique challenges faced by their students. This comprehensive approach has contributed to the observed improvements, highlighting the

effectiveness of these strategies in elevating student performance, even as the school continues to strive for greater gains, particularly among our Emerging Bilinguals and Students with Disabilities.

Finally, strengthening tier-1 instruction will be the focus to improve academic and linguistic achievement in mathematics and Emerging Bilinguals by analyzing Star (and common assessment) data every week during PLC's to modify instruction that meets the needs of all students. Targeted professional development with AVID strategies and constant trainings with our district's math department will support effective instruction in Language Arts and for our Emerging Bilinguals and Students with Disabilities. Increasing the amount of sections in our co-taught math classes will support academic achievement as this increases the number of Students with Disabilities in a general education setting.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
54% making progress towards English language proficiency
Number of EL Students: 235 Students
Performance Level: 3

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.

2023 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**
48	59	6	121

Conclusions based on this data:

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences provides an insightful look into the performance of Emerging Bilinguals, who received an overall color indicator of "orange." This rating, while indicating the need for improvement, also reflects significant progress, as these students were 54 points above the standard. With an average overall score of 3 on the ELPAC (English Language Proficiency Assessments for California), the school demonstrates its effectiveness in fostering language proficiency among Emerging Bilinguals. This performance highlights the success of the school’s instructional strategies in supporting these students.

The ongoing use of AVID (Advancement Via Individual Determination) strategies has been a cornerstone of this success, and has supported 121 students to make linguistic progress and improve at least one ELPI level. AVID's focus on critical thinking, organizational skills, and academic habits helps Emerging Bilinguals engage deeply with the curriculum. Quality Tier 1 instruction, characterized by high-quality teaching practices accessible to all students, has also played a crucial role. These practices are embedded in collaborative classroom structures where students have daily opportunities to listen, speak, read, and write in English, promoting language development in a comprehensive and integrated manner.

Significantly, 42.5% of Emerging Bilinguals improved by one level overall compared to the previous year. This notable improvement can be attributed to the school's strategic focus on creating an engaging and supportive learning environment. The collaborative structures in classrooms not only enhance language skills but also build confidence and academic competence among Emerging Bilinguals. Such structures ensure that language learning is continuous and contextual, further aiding students in their progression towards language proficiency.

Additionally, the OSD Empowers strategic plan has been instrumental in this progress by providing targeted professional development for teachers. This plan focuses on building teacher capacity to meet the specific needs of Emerging Bilinguals. Through professional development, teachers gain access to the latest educational research, effective teaching strategies, and collaborative planning techniques. This enhances their ability to deliver high-quality instruction tailored to the unique needs of Emerging Bilinguals, thereby contributing significantly to the overall improvement in student performance. The strategic alignment of resources and professional growth opportunities under the OSD Empowers plan underscores the school's commitment to academic excellence and equitable education for all students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
31% Chronically Absent	28.3% Chronically Absent	5 Students
Maintained -0.3	Declined -1.2	
796 Students	350 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
43.8% Chronically Absent	30.8% Chronically Absent	45.7% Chronically Absent
Increased 3.8	Declined -1.3	Increased 1.7
96 Students	736 Students	173 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 31% Chronically Absent Maintained -0.4 757 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	36.4% Chronically Absent Increased 11.4 22 Students

Conclusions based on this data:

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences reveals a critical challenge with chronic absenteeism, with all students receiving an overall color indicator of "red" due to 31% of students being chronically absent during the 2022-2023 academic year. This high absenteeism rate reflects significant barriers to student engagement and learning continuity. However, the school has proactively addressed this issue by implementing a 100-Point Merit System designed to motivate students to attend school regularly. This system, along with the distribution of JAG Tickets weekly for students with consistent attendance, has begun to foster a more positive school culture where attendance is valued and rewarded.

In addition to tackling absenteeism, the academy has successfully reduced suspensions by creating a safer campus environment, minimizing physical altercations, and ensuring student safety. This focus on safety and positive behavior reinforcement has contributed to a more conducive learning atmosphere, where students feel secure and supported. By combining these efforts, the school aims to improve attendance rates and, consequently, overall student performance. These initiatives reflect a comprehensive approach to addressing the underlying issues of chronic absenteeism while promoting a safe and engaging educational environment.

In the 2023-2024 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 2024-25 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 and engage is positive activities.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
11.6% suspended at least one day	11.8% suspended at least one day	5 Students
Maintained -0.1	Declined -1.9	
818 Students	356 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
10.2% suspended at least one day	11.4% suspended at least one day	10.8% suspended at least one day
Maintained -0.1	Declined -0.4	Declined Significantly -5.4
98 Students	756 Students	176 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 11.7% suspended at least one day Declined -0.3 776 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	9.1% suspended at least one day Increased 4.1 22 Students

Conclusions based on this data:

The 2023 California Dashboard for Dr. Manuel M. Lopez Academy of Arts and Sciences reveals that the school received an overall color indicator of "yellow," indicating a concerning suspension rate of 11.7% of students during the 2022-2023 academic year. While this rate is high, it also shows that the school has made substantial efforts to address and reduce suspensions. One of the key strategies implemented is the 100-Point Merit System, which motivates students to adhere to school rules by rewarding positive behavior. Additionally, the distribution of JAG Tickets weekly for students displaying positive behaviors has helped reinforce this system, fostering a culture of recognition and encouragement for good conduct.

To further address behavioral issues, the academy has incorporated behavior assemblies and strengthened campus supervision. These assemblies serve as platforms to educate students on the expectations for their conduct and the consequences of negative behaviors. By strengthening campus supervision and ensuring that teachers are present and visible throughout the campus, the school has been able to create a safer and more orderly environment. Building strong teacher-student relationships has also been a crucial component, as it helps create a sense of trust and respect, making students more likely to follow rules and less likely to engage in disruptive behavior.

Moreover, the incorporation of Social-Emotional Learning (SEL) lessons for 6th-grade students has been pivotal in addressing behavioral issues from a developmental perspective. These lessons help students develop essential skills like self-awareness, self-management, and responsible decision-making. The school has also proactively educated students about the dangers of drugs, alcohol, and physical altercations, aiming to prevent such issues before they arise. By providing counseling services and behavior plans, and holding Student Success Team (SST) meetings for students with behavioral challenges, the academy ensures that at-risk students receive the support they need.

Lastly, the academy has implemented several measures to enhance visibility and communication across the campus. Teachers standing by their doors during transitions increases adult presence and oversight, which can deter negative behaviors. Additionally, educating students and families on the importance of reporting negative behaviors to counselors and administrators has been key in creating a community where students feel safe and supported. These comprehensive efforts reflect the school's commitment to creating a positive and safe learning environment, resulting in the progress indicated by the "yellow" color indicator.

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. Our After School Program provided 18 school clubs to engage our students in preferred and meaningful activities to keep our students engaged in positive activities after school.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	2024 preliminary Percentage of students who scored "Met or Exceeded standards": 6th grade - 27% 7th grade - 35% 8th grade - 29%	2025 Percentage of students who will score "Met or Exceeded standards": 6th grade - 42% 7th grade - 50% 8th grade - 44%
CAASPP Math Assessment	2024 preliminary Percentage of students who scored "Met or Exceeded standards": 6th grade - 15% 7th grade - 19% 8th grade - 16%	2025 Percentage of students who will score "Met or Exceeded standards": 6th grade - 30% 7th grade - 34% 8th grade - 31%

English Language Proficiency Assessment for California (ELPAC)	2024 preliminary Percentage of students who scored at a level 3 or 4: 6th grade - 46% 7th grade - 57% 8th grade - 61%	2025 Percentage of students who will score at a level 3 or 4 Assessment: 6th grade - 61% 7th grade - 72% 8th grade - 76%
Star Reading Assessment (End of Year)	2024 Percentage of students who scored At or Above Benchmark (level 3 or 4): 6th grade - 30% 7th grade - 13% 8th grade - 24%	2025 Percentage of students who will score At or Above Benchmark (level 3 or 4): Current 6th grade cohort - 45% Current 7th grade cohort - 50% Current 8th grade cohort - 39%
Star Math Assessment (End of Year)	2024 Percentage of students who scored At or Above Benchmark (level 3 or 4): 6th grade - 12% 7th grade - 19% 8th grade - 16%	2025 Percentage of students who will score At or Above Benchmark (level 3 or 4): Current 6th grade cohort - 27% Current 7th grade cohort - 34% Current 8th grade cohort - 31%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional materials to support and supplement the core instructional program. This includes core curricular materials provided by the district to support all content areas; specifically, the biliteracy program, and intervention resources for ELD and AVID Excel courses.	All Students	37,358 LCFF 4000-4999: Books And Supplies Materials and supplies 12,000 LCFF 4000-4999: Books And Supplies Warehouse supplies 9,999 LCFF - Intervention 4000-4999: Books And Supplies Instructional intervention materials exclusively for DLI, ELD, and AVID Excel courses
1.2	Provide additional opportunities for teachers to support student progress towards grade level	All Students	4,899 Title I

	standards through teacher tutoring, clubs, enrichment, and parent trainings.		1000-1999: Certificated Personnel Salaries Certificated extra help 6,123 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra help 2,450 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra help
1.3	Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, IEPs/SSTs, collaboration/curriculum planning and data analysis. An effort will be made to hold SST/IEP meetings at times that do not require teachers to miss instructional time, when possible. Substitutes will also be used to support teachers attending training for the Dual Language Program at Lopez Academy and progress monitoring meetings across departments and grade levels to plan tier-2 and tier-3 interventions for students performing below grade level.	All Students	6,123 Title I 1000-1999: Certificated Personnel Salaries Certificated subs-collaboration 6,123 LCFF 1000-1999: Certificated Personnel Salaries Certificated subs- IEPs 6,123 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated subs-teacher planning for interventions
1.4	Counselors will provide academic support and updates to students and families, with additional focus on ELL, Foster, and Homeless students.	Homeless Foster Youth English Learners	No additional cost
1.5	Provide opportunities for staff member(s) to attend the 2025 CABE Conference to acquire instructional strategies that support English Learners.	English Learners	5,000 Title III 5000-5999: Services And Other Operating Expenditures 2025 CABE Conference
1.6	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 Biliteracy Program. The books will also support the AR program. The Library/Media Tech (LMT) will support students to choose appropriate books and manage the library.	All Students English Learners	2,002 Title I 4000-4999: Books And Supplies Library books 4,501 Title III 4000-4999: Books And Supplies Books to support ELD/Excel District Funded 2000-2999: Classified Personnel Salaries LMT salary and benefits
1.7	Support the expansion of electives and clubs that support our school's academy focus of the arts and sciences.	All Students	ELOP

1.8	Provide instrument repair to support Lopez Academy Focus on instrumental music.	All Students	1,500 LCFF 5000-5999: Services And Other Operating Expenditures Instrument Repair
1.9	Provide online subscriptions for educational applications (such as BrainPop, Newsela, Flocabulary) to support English Learner students.	English Learners	8,000 Title III 5800: Professional/Consulting Services And Operating Expenditures Application licenses
1.10	Fund publication charges/Graphics to support classroom materials, parent communication letters and packets.	All Students	3,000 LCFF 5000-5999: Services And Other Operating Expenditures Publications/Graphics
1.11	Counselors will provide academic support and updates to students and families, with additional focus on ELL, Foster, and homeless students.	English Learners Foster Youth Homeless	No additional cost.
1.12	Provide additional hours for classified personnel to support the instructional programs and parent communication.	All Students	19,917 LCFF 2000-2999: Classified Personnel Salaries Clerical extra help & benefits-instructional program 11,675 Title I 2000-2999: Classified Personnel Salaries Clerical extra help & benefits-parent engagement
1.13	Provide Technology/Computer programs to support individual student learning through programs including Star, 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 learning management platform for all staff and students.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contracts-MyOn, Lexia, ST Math, Canvas
1.14	Fund Maintenance Agreements/Equipment Repairs/Service Fees for equipment necessary to support the instrucitonal program.	All Students	2,500 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
1.15	Support teacher efficacy through observation and feedback cycles on a regular basis in order to strengthen Tier 1 instruction.	All Students	No additional cost
1.16	Continue with AVID professional development opportunities during staff meetings and SIP days to improve collaborative structures and strengthen Tier 1 instruction.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
1.17	Leadership Team will meet during school hours to strengthen school-wide systems for instruction and improved student achievement.	All Students	

			No additional cost
1.19	Utilize the District funded Ed Tech and English Learner TOSAs to support teacher implementation of best practices in the area of educational technology and English Language Acquisition.	English Learners All Students Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries TOSA salaries & benefits
1.20	Utilize the District funded Math Manager and Math Teachers on Special Assignment (TOSAs) to support professional development opportunities for teachers and administrators in the area of math.	All Students Students with Disabilities English Learners	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries
1.22	Project based learning will be supported by the Youth Cinema Project (YCP) which collaborates with teachers and students to explore film making.	Socioeconomically Disadvantaged	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
1.23	Provide the opportunity for students to participate in the TRIO Program (college preparation program for middle school students) through California Lutheran University.	Socioeconomically Disadvantaged	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
1.24	Provide Lopez Academy Opportunity Classroom.	All Students	No additional cost
1.25	Professional Development regarding best instructional practices for English Learner students delivered by TOSAs.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries TOSA salaries
1.26	Hire a full time Music Teacher using Prop 28 funds to support our strand focus.	All Students	107,575 Prop 28 1000-1999: Certificated Personnel Salaries Certificated salary and benefits 26,894 Prop 28 4000-4999: Books And Supplies Supplies for music program
1.29	Purchase technology equipment to support instruction.	All Students	9,000 LCFF 4000-4999: Books And Supplies Technology equipment
1.30	Provide field trip opportunities to support the instructional program and promote student engagement.	All Students	3,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees 3,000 LCFF 5000-5999: Services And Other Operating Expenditures

			Transportation

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Improving reading and math academic performance at Dr. Manuel M. Lopez Academy of Arts and Sciences during the 2023-2024 academic school year involved a comprehensive approach that aligned with our district's strategic plan (OSD Empowers) and theory of action focused on data analysis to enhance Tier 1 instruction. The activities outlined, including providing extra pay for teachers for progress monitoring meetings and Student Success Team (SST) meetings, purchasing grade-level library books, and offering professional development, directly supported this goal. By incentivizing teachers to engage in progress monitoring and SSTs, the school encouraged regular data-driven discussions to identify and address student needs promptly, thus aligning with the theory of action centered on data analysis.

Purchasing grade-level library books not only enriched resources but also fostered a culture of reading, essential for improving literacy skills. Professional development opportunities equipped teachers with effective instructional strategies tailored to address identified areas of improvement, enhancing Tier 1 instruction. Repairing instruments and purchasing licenses for educational apps and instructional materials enhanced the learning environment, providing diverse avenues for engagement and skill development in both reading and math.

Allocating extra hours for counselors and classified personnel to facilitate communication and collaboration enhanced support structures vital for student success. By fostering collaboration with Math Managers, district Teachers on Special Assignment, and participation in conferences like AVID and CABE, educators gained insights into best practices, innovative strategies, and research-based methodologies, thus enriching their instructional approaches. Reviewing data and lesson planning collaboratively with district stakeholders further strengthened alignment with district goals and ensures a cohesive approach to instruction.

Allocating funds for field trips is fundamental to boosting student excitement and engagement and was essential during the 2023-2024 Academic School Year. Field trips provided students with hands-on learning experiences that enhanced their understanding of classroom material and stimulate their interest in various subjects. These excursions offered opportunities for real-world application of knowledge, making learning more relevant and dynamic. Furthermore, field trips were be a source of inspiration and motivation, encouraging students to pursue new interests and explore potential career paths. By investing in these experiences, Dr. Manuel M. Lopez Academy demonstrated a commitment to enriching students' educational journeys beyond the traditional classroom setting.

Overall, these activities created a holistic framework that addresses multiple facets of academic improvement, encompassing instructional support, resource enhancement, professional development, and collaborative practices. By integrating these initiatives within our theory of action, Dr. Manuel M. Lopez Academy of Arts and Sciences, fostered a culture of continuous improvement, effectively leveraging data analysis to enhance Tier 1 instruction and ultimately improve reading and math academic performance as highlighted on the preliminary 2024 CAASPP assessment results.

Upon reviewing the strategies for the 2023-2024 Academic School Year, unfortunately the AVID professional development opportunities was very limited for this school year due to change of staffing. For example, none of the three staff members that attended the AVID Conference in the summer of 2023, returned to Lopez during the 2023-2024 Academic School Year. This impacted their ability to incorporate effective AVID strategies in their Tier 1 instruction at Lopez. Also, a change in regional management limited the opportunities for the staff to receive professional development in staff meetings during the 2023-2024 Academic School Year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Upon reviewing the strategies for the 2023-2024 Academic School Year, unfortunately the AVID professional development opportunities, was very limited for this school year due to change of staffing. For example, none of the

three staff members that attended the AVID Conference in the summer of 2023, returned to Lopez during the 2023-2024 Academic School Year. This impacted their ability to incorporate effective AVID strategies in their tier-1 instruction at Lopez. Also, a change in regional management limited the opportunities for the staff to receive professional development in staff meetings during the 2023-2024 Academic School Year.

In addition, to reward students who attended school regularly, met their AR goals, displayed good behavior, earned student of the month recognition, met their trimester AR goals, and achieved academic excellence in their Report Card, I intended to purchase rewards for the students. Upon a conversation with Child Nutrition Services at the beginning of the 2023-2024 Academic School Year, they agreed to support all of these incentives during the school year, therefore, no additional costs to the site were needed. Also, the school had a significant number of t shirts, water bottles, hats, and other materials. It was not necessary for the school to purchase additional materials for the 2023-2024 Academic 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 notable academic growth observed in reading and mathematics during the 2023-2024 Academic School Year provides compelling evidence of the efficacy of the current initiatives aimed at improving academic achievement at Dr. Manuel M. Lopez Academy of Arts and Sciences. This success serves as a strong foundation upon which to build, reaffirming the decision to continue with the same activities in the upcoming academic year. By maintaining consistency in approach, the school can capitalize on the momentum gained and further solidify gains in student learning outcomes.

To enhance the impact of these activities, the school recognizes the need to refine its theory of action to be more strategic and targeted, particularly regarding lesson planning and data analysis within Professional Learning Communities (PLCs). By sharpening the focus on these key areas, teachers can more effectively tailor instruction to meet the specific needs of their students, thereby maximizing learning opportunities. This strategic refinement reflects a commitment to continuous improvement and ensures that resources are allocated efficiently to areas where they can have the greatest impact on academic growth.

Central to this strategy is the ongoing growth of teachers' capacity through professional development and instructional support, in alignment with the OSD Empowers strategic plan. By investing in the professional growth of educators, the school cultivates a culture of excellence and innovation, where teachers are empowered with the knowledge and skills needed to facilitate student success. This investment not only benefits individual educators but also has a ripple effect throughout the entire school community, as enhanced teaching practices translate into improved learning experiences for students.

In summary, the decision to continue with the same activities to improve academic achievement is well-founded, given the positive academic growth observed. By refining the theory of action, focusing on strategic lesson planning and data analysis within PLCs, and prioritizing teacher development and support, Dr. Manuel M. Lopez Academy of Arts and Sciences is poised to build upon its successes and further elevate student outcomes in the coming academic year.

For the 2024-2025 Academic School Year, we will prioritize to build educator instructional capacity by sending multiple people to the 2024 Summer AVID Conference and making sure that we calendar multiple days for an AVID facilitator to visit Lopez Academy during SIP and staff meeting dates. In addition, some of the funds from materials and supplies will be used to purchase incentives for students to reward them for academic achievement, meeting their AR reading goals, reaching their ST Math minutes, being Student of the Month, earning good grades during the trimester, and displaying qualities of our Guidelines for Success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2024 Suspension rate - 8%	2025 Decrease suspension rate by 3%.
Attendance Data	2024 Daily average attendance rate: 91.75% Chronic Absenteeism: 28.6%	2025 Daily average attendance will improve by 3.5%. The Chronic Absenteeism rate will decline by 5%.
Panorama Social-Emotional Survey - Total Student Participation	2024 92% of students responded to the spring administration window.	2025 95% of all students will take the Panorama Survey during each adminsitration window.
Panorama Social-Emotional Survey - Strong Sense of Belonging Strong Teacher-Student Relationship	2024 Percentage of positive student responses: Strong Sense of Belonging - 44% Strong Teacher-Student Relationship - 50%	2025 Percentage of positive student responses: Strong Sense of Belonging - 59% Strong Teacher-Student Relationship - 65%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	No additional cost
2.2	Distribute weekly JAG tickets to students who follow our Guidelines of Success. Students earn an incentive for each Jag Ticket collected.	All Students	1,000 LCFF 4000-4999: Books And Supplies Incentives
2.3	Purchase additional individual and school-wide incentive materials (t-shirts, spirit wear, etc.) to encourage and incentivize students to stay engaged academically and socially.	All Students	3,000 LCFF 4000-4999: Books And Supplies Student Incentives
2.4	Provide Counselor extra hours to support students' academic and social-emotional well being outside of the school day.	All Students	2,327 Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Hours & benefits
2.5	A collaborative team, including certificated and classified staff and administrators, will develop and implement elements of the annual School Safety Plan with emergency drills.	All Students	No additional cost
2.6	Provide custodial overtime/extra hours to assist in maintaining a clean and welcoming campus environment for all students.	All Students	2,060 LCFF 2000-2999: Classified Personnel Salaries Custodian Extra Hours & benefits
2.7	Provide additional hours for campus assistants to assist in providing students with a safe and welcoming campus environment.	All Students	LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Extra Hours & benefits
2.8	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries & benefits
2.9	District provides an 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.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC Salary & benefits

2.11	Hold monthly attendance meetings during school hours to closely monitor students.	All Students Foster Youth Homeless	No additional cost
2.12	Open a Wellness Center that will operate throughout the school day, especially nutrition and lunch, to support social-emotional growth.	All Students	District Funded 4000-4999: Books And Supplies VCOE grant
2.13	Hire an additional part-time Campus Assistant to support with student safety.	All Students	34,151 LCFF 2000-2999: Classified Personnel Salaries Campus assisitant salary + benefits
2.14	Offer a School Resource Officer (SRO) to support with school safety and counsel students.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
2.15	Adopt a 100-Point Merit System to ensure positive behavior throughout campus. CNS will support celebratiosn with food for students.	All Students	No additional cost
2.16	Invite SALUS to train our campus assistants with effective strategies for supervision and hold assemblies to develop positive character traits.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract
2.17	Support the WEB (Where Everyone Belongs) program to support in maintaining a positive school culture, support student engagement, and provide social emotional support for all students.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Providing extra hours for campus assistants at Dr. Manuel M. Lopez Academy of Arts and Sciences significantly enhanced the welcoming environment during school-wide events such as Dia de los Muertos, the 5 de Mayo festival, Open House, Back to School Night, and parent workshops. Campus Assistants were available for extended hours to offer consistent support, guidance, and information to parents and students alike. This increased presence ensured that any questions or concerns are promptly addressed, contributing to a more organized and enjoyable experience for everyone involved. The campus assistant's role in greeting and assisting families fostered a sense of belonging and community, making these events more inclusive and engaging.

Ensuring extra hours for custodial staff was essential to maintaining a clean and inviting campus, which is crucial for both daily operations and special events. A well-maintained environment reflected the school's dedication to providing a safe and healthy space for students, staff, and visitors. During events like Dia de los Muertos, the 5 de Mayo festival, and Open House, a clean and orderly campus enhanced the overall experience, making it more enjoyable and

memorable for attendees. Additionally, a tidy and well-kept environment promoted a positive school culture, where students and staff took pride in their surroundings, leading to greater respect for school property and better overall behavior.

Combining these efforts—extending hours for campus assistants, custodians, ORC, and counselors, created a holistic approach to improving the school environment and community engagement as their presence ensured a welcoming atmosphere. Meanwhile, extra custodial support guaranteed that the physical environment was conducive to learning and community activities. These initiatives collectively contributed to a more dynamic and supportive educational experience, aligning with Dr. Manuel M. Lopez Academy's goals of fostering an inclusive and engaging school community. By addressing these key areas, the academy was better equipped to support the academic and personal growth of our students and built stronger connections with our families.

In the 2023-2024 Academic School year, we received the outstanding support of a School Resource Officer who supported with sensitive matters at school and was very visible during school hours, especially during nutrition, lunch, and dismissal. This ensured a safe campus throughout the school year and supported Lopez Academy reach it's goal of keeping suspensions under 8% this school year. Also, SALUS, held several assemblies for students to teach coping strategies to build their character as they navigate middle school years.

This year, we implemented weekly incentives where students were recognized with JAG tickets when displaying a character trait highlighted in our Guidelines of Success. Students were able to cash in their JAG tickets every Friday during lunch time. Students enjoyed earning JAG tickets and were motivated to earn Student of the Month awards as they were publicly recognized, earned a pizza party, and certificate. Also, we adopted a 100-Point Merit System as a tier-1 school-wide behavior plan to monitor student behavior and reward students with a field day at the end of the Trimester. Students were given many opportunities for to make up points, especially with community service opportunities. This plan was highly effective as it ensured positive school-wide behaviors that improved attendance, supported academic growth, and reduced suspensions by 3% during the 2023-2024 Academic School Year.

Our two school counselors opened our Wellness Center every day during nutrition and lunch time for students to have a safe place to socialize and gave them an opportunity to check in with them during unstructured times. This supported a safe-learning environment where students connected with an adult and built positive relationships with other students.

As we strived to improve attendance, maximize student learning, and reduce our high chronic absenteeism rate, we ran monthly attendance reports and met with students who were adding multiple absences. These assemblies were held during 2nd period as our ORC and Attendance Tech reviewed important information with our students in hope to educate them and allow them to become chronically absent.

Finally, our PBIS and Leadership teams managed to meet several times during the school year to develop strong PBIS and School Safety Plans that ensured that our school effectively developed systems to ensure the safety and well-being of our students and staff, especially during school-wide emergencies.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The proposed activities for the 2023-2024 Academic School Year under goal 3 perfectly aligned with our allocated budget. For the upcoming school year, additional funds will be allocated for incentives to ensure a safe learning environment and we will increase the amount of assemblies held by our School Resource Officer and SALUS with our staff and students. Also, we will increase the involvement of our SRO and SALUS in school-wide safety drills to ensure that we develop strong safety plans where the staff feels prepared to support in the event of an emergency.

Although we scheduled several PBIS meetings this school year, several of these meetings were canceled or a few staff members were subbed out to attend district-wide workshops with PBIS. Unfortunately, only one administrator, one counselor, and one teacher were able to attend these meetings, impacting the influence of these successful systems at our school. Also, although attendance meetings were held, these meetings did not take effect until January 2024, therefore, several students were chronically absent by this time as this effective strategy to ensure strong attendance, took time to implement during the 2023-2024 school year. In addition, SALUS held several assemblies, however, these meetings were held on the last three months on the school year, instead of early on. Overall, several successful measures were incorporated, however, they were implemented well into the school year, reducing the impact and success it would have had if they were done at the beginning of the 2023-2024 Academic 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.

For the 2024-2025 Academic School year, additional funds will be allocated for incentives to ensure a safe learning environment where students engage in positive behaviors. Lopez Academy will increase the amount of assemblies held by our School Resource Officer and SALUS with our staff and students since August 2024, to ensure that we maximize the support these two resources offer. Also, we will increase the involvement of our SRO and SALUS in school-wide safety drills to ensure that we develop strong safety plans where the staff feels prepared to support in the event of an emergency.

Although our 100-Point Merit System was highly successful, it is important to celebrate our students who are maintaining 97 points or more every six weeks, instead of every trimester. We will display posters every three weeks to inform our students of how many points they have in the 100-Point Merit System and allow them time to make up points by performing community service activities.

Finally, our monthly attendance meetings will be held since the beginning of the school year to significantly reduce the amount of students who become chronically absent by closely monitoring students who are adding absences. The amount of staff members who attend PBIS workshops will be increased to ensure that a significant and influential group of students attend district-wide PBIS 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	Fall 2023 Parent attendance at conferences was approximately 90%, as reported by sign in sheets.	Fall 2024 Increase parents participating in parent conferences to 95%.
Average Attendance at ELAC	2024 An average of 16 parents attended ELAC, as recorded by sign in data on zoom.	2025 Average attendance for ELAC will increase to 30 families.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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, parent workshops and all other opportunities for parent engagement.		8,001 Title III 2000-2999: Classified Personnel Salaries Verbal translation

3.2	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, X (formerly known as Twitter), Instagram, and our school YouTube channel.		No additional Cost
3.3	Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.		No additional cost
3.4	Invite parents to attend parent/teacher conferences in November and February to discuss student academic progress and review promotion criteria.		No additional cost
3.5	Hold Title 1/parent meetings throughout the year to inform stakeholders about Title 1 funding and how it is utilized to support all students.		No additional cost
3.6	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, A-G requirements, and electives.		No additional cost
3.7	Provide Outreach Specialist to work with families for parent workshops, address chronic absenteeism, conduct home visits, and other parent training activities throughout the school year.		District Funded 2000-2999: Classified Personnel Salaries No additional cost
3.9	Promote/encourage parent participation in the district-wide Project 2 Inspire trainings.		District Funded 5800: Professional/Consulting Services And Operating Expenditures Project 2 Inspire
3.10	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.		No addiitonal cost
3.11	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.		47,361 Title I 2000-2999: Classified Personnel Salaries Clerical salary & benefits
3.12	Invite community agencies to attend cultural events (5 de Mayo festival, Dia de los Muertos holiday, Open House, and Back to School Night).		No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Dr. Manuel M. Lopez Academy's provided families with access to an Outreach Resource Specialist (ORC), employed a five-hour bilingual assistant, and ensured translators for school-wide events signified a robust commitment to fostering an inclusive and supportive educational environment. This initiative aligned with the OSD Empowers goal of enhancing community engagement, reflecting the school's dedication to address the diverse needs of our student body and our families. By increasing the accessibility of resources and creating more opportunities for meaningful interaction, Lopez Academy took significant steps toward building a more cohesive and supportive community.

Firstly, extending the hours of the ORC enabled a deeper and more sustained connection with students and their families. The ORC played a crucial role in bridging gaps between home and school, particularly for families who might struggle with language barriers or unfamiliarity with the educational system. More hours meant that the ORC could provide more personalized support, conduct outreach to more families, and facilitate smoother transitions for students. This proactive approach helped build trust and encouraged greater parental involvement, which is a critical factor in student success.

Secondly, the presence of a bilingual assistant in the office for five hours each day ensured that language barriers did not impede communication between the school and non-English-speaking families. This staff member assisted with daily inquiries, administrative tasks, and emergency situations, ensuring that all families received the information and support they need. By addressing language barriers directly, Lopez Academy fostered an inclusive atmosphere where every family felt valued and heard, promoting better engagement and cooperation.

Moreover, providing translators and community agencies at major school events like Dia de los Muertos, 5 de Mayo, Back to School Night, Open House, the Spring musical concert, and various workshops underscored our school's commitment to inclusivity. These events were pivotal in building a strong school community and ensuring that all families could fully participate. Translators ensured that non-English-speaking parents could understand and engage with the content and context of these events, leading to a more unified school community where cultural diversity was celebrated and embraced.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The proposed activities for the 2023-2024 Academic School Year under goal 3 perfectly aligned with our allocated budget, however, there were some activities that could be strengthened. For example, although we offered ELA and and PTA meetings, the number of parent involvement in these meetings was lower than previous years, therefore, it is critical to explore ways to increase the amount of parents that attend. Also, although our school counselors held high school informational meetings throughout the school year, these meetings could have been held earlier on to ensure that students were monitoring their GPA earlier on and registered for high school earlier as well. Most of these meetings were held well into the 2023-2024 Academic School Year and it kept students from receiving the information earlier on.

Finally, although we planned to develop a Social Media team with multiple participants, thew media team constituted of the principal, counselor, and IT tech. It was important for this team to include teachers and classified staff members to ensure that multiple social media outlets received important school-wide information and accessed posts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 Academic School Year, it is important to recruit additional staff members to join the Social Media group to increase the influence of school in multiple social media platforms. This will ensure that communication is sent in a timely manner as well. In order to increase parent participation in ELAC, Project to Inspire, SSC, Title 1, and PTA meetings, we will hold these meetings in different times to accommodate parents work schedule and ensure that translation is offered for Spanish-speaking families to join and feel comfortable to participate.

Finally, high school assemblies will be calendared and held on earlier in the school year to ensure that 8th grade students are fully aware of A-G requirements, registration, and important of their grades and GPA as they transition to high school.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$99,889.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$396,662.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$74,387.00
Title III	$25,502.00

Subtotal of additional federal funds included for this school: $99,889.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$143,732.00
LCFF - Intervention	$18,572.00
Prop 28	$134,469.00

Subtotal of state or local funds included for this school: $296,773.00

Total of federal, state, and/or local funds for this school: $396,662.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,387.00	0.00
Title III	25,502.00	0.00
LCFF	143,732.00	0.00
LCFF - Intervention	18,572.00	0.00
Prop 28	134,469.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	143,732.00
LCFF - Intervention	18,572.00
Prop 28	134,469.00
Title I	74,387.00
Title III	25,502.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	141,743.00
2000-2999: Classified Personnel Salaries	123,165.00
4000-4999: Books And Supplies	105,754.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	12,246.00
2000-2999: Classified Personnel Salaries	LCFF	56,128.00
4000-4999: Books And Supplies	LCFF	62,358.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	8,573.00
4000-4999: Books And Supplies	LCFF - Intervention	9,999.00
1000-1999: Certificated Personnel Salaries	Prop 28	107,575.00
4000-4999: Books And Supplies	Prop 28	26,894.00
1000-1999: Certificated Personnel Salaries	Title I	13,349.00
2000-2999: Classified Personnel Salaries	Title I	59,036.00
4000-4999: Books And Supplies	Title I	2,002.00
2000-2999: Classified Personnel Salaries	Title III	8,001.00
4000-4999: Books And Supplies	Title III	4,501.00
5000-5999: Services And Other Operating Expenditures	Title III	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,762.00
Goal 2	42,538.00
Goal 3	55,362.00

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
Nancy Rivero Leon	Classroom Teacher
Janet Marks	Classroom Teacher
Jaime Luna	Other School Staff
Juana Quintal	Parent or Community Member
Maria Teresa Ramirez	Parent or Community Member
Carolina De Leon	Parent or Community Member
Alicia Diaz	Parent or Community Member
Lorena Siquieros	Parent or Community Member
Maleah Rudy	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
	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 5/15/2024.

Attested:

	Principal, Mr. Genaro Magana on May 15, 2024
	SSC Chairperson, Juana Quintal on May 15, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	May 31, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Marina West Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Marina West Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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, a monthly informational calendar, Parent Square, marquee messages, the school website and X (formerly 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.

Educational Partner Involvement

How, when, and with whom did Marina West Elementary 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 meeting on May 31, 2024. 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 March-May 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

During the 2023-24 school year, resource inequities were due to time and staffing. As part of tier 2 support, Marina West has a Literacy Intervention Teacher (LIT), an Internvetion Service Provider (ISP) and two paraeducators on site to support students. who need extra support. Due to a substitute shortage in the district and county, the LIT and the ISP were pulled to substitute in classrooms several times. As a result, they were unable to support students identified for this targeted support consistently.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Marina West student outcomes in the orange performance category were English language arts and suspension rate. While we increased 6.5 points in language arts, we are 74 points below standard. Students with disabilities scored within the red category. English learners, Hispanic, socioeconomically disadvantaged scored within the orange category.
In regard to suspension rate, 2.5% of Marina West students were suspended at least one day. This is about 12 students out of 491. Hispanic, socioeconomically disadvantaged, and students with disabilities are the student groups with the orange category. English learners is the student group within the yellow category. To better support students within the orange and red groups, we plan to continue focusing on standards based first instruction using grade level based board approved curriculum, monitoring instruction and intervening with support. We plan to continue walk-throughs in the classroom, student monitoring conferences to identify needs and implement our MTSS model of support.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Student groups in which performance is two or more performance levels below the "all student" performance is students with disabilities in the areas of English language arts and mathematics. We tested 65 students with disabilities in grades 3-5. Based on performance data, this student group needs significant improvement. In order to support growth, we will continue to support students through student monitoring conferences, small group instruction, ensuring their IEP goals are grade level appropriate and provide scaffolds to ensure academic and social emotional needs are met.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other data we collected and analyzed to identify needs is the Panorama survey. School level teams such as PBIS looked at the data collected at the beginning of the 23-24 school year and determined the need was in the area of emotion regulation (52%) and student engagement (65%). Our site counselor invited classes schoolwide to the Wellness Center where she delivered lessons and conducted activities focused on those areas. Attendance was an area that needed attention and focus. We had an attendance campaign targeted to those student that had excessive absences. We communicated frequently and supported both students and families.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marina West Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.57%	1.83%	1.17%	8	9	5
Asian	%	0%	%		0	
Filipino	0.59%	0.41%	0.70%	3	2	3
Hispanic/Latino	93.91%	93.28%	93.46%	478	458	400
Pacific Islander	0.20%	0.2%	%	1	1	
White	3.34%	3.46%	3.50%	17	17	15
Multiple/No Response	0.39%	0.81%	1.17%	2	4	5
			Total Enrollment	509	491	428

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	99	83	52
Grade 1	73	96	45
Grade 2	78	72	93
Grade3	78	76	71
Grade 4	89	74	67
Grade 5	92	90	75
Total Enrollment	509	491	428

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. The largest group represented at Marina West are Hispanic/Latino with over 93%. 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	230	205	157	43.70%	45.2%	36.6%
Fluent English Proficient (FEP)	28	21	23	9.00%	5.5%	5.4%
Reclassified Fluent English Proficient (RFEP)		14		5.6%		

Conclusions based on this data:

Marina West reclassified 19 general education students in the 2023-24 school year. The number of English learners and Fluent English Proficient students decreased. The number of English learners decreased to 157 and fluent English proficient students decreased to 23. 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 as well as make use of the after school Lexia and ST Math labs for additional support.

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	58	21	36%	9	16%	16	28%	12	21%	Level 2	761
Grade 1	49	14	29%	11	22%	18	37%	6	12%	Level 2	828
Grade 2	21	21	100%	0	0%	0	0%	0	0%	Level 1	730

Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarten and first grade students tested are Late Emergent and On Watch stage of literacy. 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. The exam identified basic literacy areas where additional support is needed. 13% of Kindergarteners are At/Above benchmark and 20% 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	93	41	44%	20	22%	18	19%	14	15%	Level 1	884
Grade 3	69	36	52%	15	22%	14	20%	4	6%	Level 1	924
Grade 4	66	39	59%	15	23%	10	15%	2	3%	Level 1	940
Grade 5	69	33	48%	14	20%	15	22%	7	10%	Level 1	989

Conclusions based on this data:

Based on end of year Star Reading district benchmark data, 41% of classes assessed during the 2023-24 school year, ended the year with a lower percent percent proficient than they started at the beginning of the year. This also means that 59% of classes assessed completed the year with a higher percent proficient than they started with. All the second grades classes, one third grade and one fourth grade class met their SPSA reading goal. The data is telling us that the acquisition of new, grade level concepts are not yet mastered and more thorough instruction must be done to solidify skills and concepts.

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	49	8	16%	21	43%	19	39%	1	2%	Level 2	850
Grade 2	97	46	47%	18	19%	26	27%	7	7%	Level 1	886
Grade 3	71	25	35%	21	30%	19	27%	6	8%	Level 2	949
Grade 4	66	26	39%	22	33%	11	17%	7	11%	Level 2	988
Grade 5	68	42	62%	14	21%	8	12%	4	6%	Level 1	1006

Conclusions based on this data:

End of year Star Math results show that all classes (with the exception of three), had more students proficient at the end of the year than the beginning. The average gain between all classes that had an increase is 12%. In order to continue with growth, the lower grades 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		76	74		74	73		74	73		97.4	98.6
Grade 4		89	73		89	72		89	72		100.0	98.6
Grade 5		89	92		89	92		89	92		100.0	100.0
All Grades		254	239		252	237		252	237		99.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2356.		8.11	4.11		21.62	12.33		20.27	28.77		50.00	54.79
Grade 4		2380.	2370.		1.12	2.78		10.11	13.89		28.09	13.89		60.67	69.44
Grade 5		2422.	2445.		4.49	9.78		19.10	26.09		21.35	17.39		55.06	46.74
All Grades	N/A	N/A	N/A		4.37	5.91		16.67	18.14		23.41	19.83		55.56	56.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.11		54.05	63.01		39.19	32.88
Grade 4		4.49	8.33		55.06	47.22		40.45	44.44
Grade 5		5.62	8.70		58.43	56.52		35.96	34.78
All Grades		5.56	7.17		55.95	55.70		38.49	37.13

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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	2.74		45.95	43.84		47.30	53.42
Grade 4		1.12	1.39		40.45	37.50		58.43	61.11
Grade 5		3.37	3.26		46.07	57.61		50.56	39.13
All Grades		3.57	2.53		44.05	47.26		52.38	50.21

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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	2.74		67.57	72.60		29.73	24.66
Grade 4		4.49	5.56		58.43	68.06		37.08	26.39
Grade 5		3.37	10.87		78.65	59.78		17.98	29.35
All Grades		3.57	6.75		68.25	66.24		28.17	27.00

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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	8.22		55.41	57.53		32.43	34.25
Grade 4		2.25	2.78		65.17	59.72		32.58	37.50
Grade 5		5.62	9.78		57.30	60.87		37.08	29.35
All Grades		6.35	7.17		59.52	59.49		34.13	33.33

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Conclusions based on this data:

Preliminary CAASPP scores at Marina West indicate that grades 3 and 4 increased proficiency. Grades 3 grew from 16% in 2023 to 23% in 2024. Grade 4 grew from 16% to 24%. Grade 5 is the grade that had fewer students proficient than in 2023. Grade 5 had 35% proficient in 2023 and only 25% proficient in 2024. At Marina West, we are continuing to focus 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		76	74		74	73		74	73		97.4	98.6
Grade 4		89	73		89	72		89	72		100.0	98.6
Grade 5		89	92		89	92		89	92		100.0	100.0
All Grades		254	239		252	237		252	237		99.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2370.		2.70	4.11		21.62	16.44		25.68	31.51		50.00	47.95
Grade 4		2384.	2374.		1.12	0.00		7.87	9.72		24.72	25.00		66.29	65.28
Grade 5		2409.	2442.		1.12	9.78		2.25	11.96		29.21	26.09		67.42	52.17
All Grades	N/A	N/A	N/A		1.59	5.06		9.92	12.66		26.59	27.43		61.90	54.85

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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	9.59		40.54	43.84		52.70	46.58
Grade 4		3.37	1.39		28.09	27.78		68.54	70.83
Grade 5		1.12	14.13		37.08	38.04		61.80	47.83
All Grades		3.57	8.86		34.92	36.71		61.51	54.43

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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	8.22		47.30	45.21		48.65	46.58
Grade 4		0.00	2.78		28.09	34.72		71.91	62.50
Grade 5		1.12	4.35		39.33	45.65		59.55	50.00
All Grades		1.59	5.06		37.70	42.19		60.71	52.74

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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	2.74		56.76	58.90		37.84	38.36
Grade 4		0.00	0.00		49.44	40.28		50.56	59.72
Grade 5		1.12	4.35		47.19	55.43		51.69	40.22
All Grades		1.98	2.53		50.79	51.90		47.22	45.57

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Conclusions based on this data:

Marina West's CAASPP math data shows that grades 3 and 4 increased significantly. Grade 3 increased from 20% in 2023 to 39% in 2024. Grade 4 went from only 9% of students proficient in 2023 to 29% in 2024. Grade 5 saw a 5% decrease in students proficient in 2024. That grade went from 21% to 16%. During the 2023-24 school year, teachers found they needed to fill in gaps and accelerate learning. For the 2024-25 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1383.7	1421.8		1402.8	1370.9		1339.0	29	0	30
1	*	1431.8	1423.5	*	1449.2	1423.5	*	1413.8	1423.1	*	18	35
2	1469.7	1471.1	1445.8	1470.9	1473.8	1455.4	1468.0	1467.9	1435.6	31	32	25
3	1479.8	1484.9	1488.8	1475.8	1490.5	1501.8	1483.1	1478.6	1475.3	50	37	26
4	1498.4	1501.9	1498.6	1503.1	1510.6	1505.9	1493.1	1492.8	1490.5	45	49	32
5	1503.3	1532.6	1532.1	1498.4	1539.4	1538.4	1507.9	1525.4	1525.5	28	39	40
All Grades										186	175	188

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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		0.00	34.48		26.67	48.28		56.67	13.79		16.67	29		30
1	*	11.11	5.71	*	16.67	31.43	*	50.00	25.71	*	22.22	37.14	*	18	35
2	6.45	10.00	4.00	45.16	43.33	48.00	32.26	23.33	28.00	16.13	23.33	20.00	31	30	25
3	2.04	18.92	7.69	44.90	32.43	50.00	36.73	27.03	23.08	16.33	21.62	19.23	49	37	26
4	9.09	14.29	15.63	40.91	42.86	31.25	36.36	20.41	31.25	13.64	22.45	21.88	44	49	32
5	3.70	33.33	35.00	37.04	33.33	27.50	40.74	20.51	25.00	18.52	12.82	12.50	27	39	40
All Grades	5.46	18.50	12.77	40.44	35.84	34.57	38.25	25.43	31.38	15.85	20.23	21.28	183	173	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		3.33	48.28		40.00	41.38		36.67	6.90		20.00	29		30
1	*	16.67	5.71	*	33.33	48.57	*	38.89	17.14	*	11.11	28.57	*	18	35
2	25.81	30.00	8.00	38.71	26.67	48.00	22.58	26.67	24.00	12.90	16.67	20.00	31	30	25
3	20.41	37.84	38.46	42.86	24.32	38.46	18.37	21.62	7.69	18.37	16.22	15.38	49	37	26
4	31.82	28.57	46.88	45.45	44.90	21.88	18.18	16.33	15.63	4.55	10.20	15.63	44	49	32
5	18.52	51.28	47.50	59.26	35.90	37.50	11.11	7.69	7.50	11.11	5.13	7.50	27	39	40
All Grades	21.31	34.68	26.06	45.90	34.10	38.83	21.31	19.65	17.55	11.48	11.56	17.55	183	173	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		0.00	10.34		16.67	51.72		46.67	34.48		36.67	29		30
1	*	0.00	8.57	*	22.22	14.29	*	38.89	34.29	*	38.89	42.86	*	18	35
2	9.68	6.67	0.00	35.48	30.00	40.00	32.26	30.00	24.00	22.58	33.33	36.00	31	30	25
3	0.00	8.11	0.00	12.24	18.92	19.23	65.31	37.84	38.46	22.45	35.14	42.31	49	37	26
4	2.27	0.00	3.13	18.18	26.53	21.88	40.91	36.73	31.25	38.64	36.73	43.75	44	49	32
5	0.00	7.69	15.00	11.11	28.21	25.00	59.26	46.15	30.00	29.63	17.95	30.00	27	39	40
All Grades	3.28	4.62	5.32	16.94	25.43	22.34	50.27	38.15	34.04	29.51	31.79	38.30	183	173	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.67	89.66		73.33	6.90		20.00	29		30
1	*	11.11	25.71	*	77.78	51.43	*	11.11	22.86	*	18	35
2	32.26	30.00	20.00	54.84	53.33	60.00	12.90	16.67	20.00	31	30	25
3	14.29	35.14	19.23	69.39	48.65	69.23	16.33	16.22	11.54	49	37	26
4	25.00	36.73	28.13	65.91	51.02	56.25	9.09	12.24	15.63	44	49	32
5	11.54	15.38	37.50	80.77	76.92	52.50	7.69	7.69	10.00	26	39	40
All Grades	18.13	27.75	23.94	70.88	59.54	59.57	10.99	12.72	16.49	182	173	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.00	48.28		60.00	27.59		30.00	29		30
1	*	16.67	5.71	*	66.67	57.14	*	16.67	37.14	*	18	35
2	22.58	33.33	28.00	58.06	50.00	52.00	19.35	16.67	20.00	31	30	25
3	29.79	57.14	50.00	51.06	25.71	38.46	19.15	17.14	11.54	47	35	26
4	38.10	32.65	51.61	59.52	57.14	38.71	2.38	10.20	9.68	42	49	31
5	51.85	73.68	77.50	40.74	21.05	15.00	7.41	5.26	7.50	27	38	40
All Grades	32.96	45.29	38.50	51.96	42.35	42.25	15.08	12.35	19.25	179	170	187

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		0.00	79.31		80.00	17.24		20.00	29		30
1	*	5.56	14.29	*	44.44	37.14	*	50.00	48.57	*	18	35
2	25.81	6.67	0.00	51.61	60.00	64.00	22.58	33.33	36.00	31	30	25
3	0.00	8.11	3.85	65.31	37.84	42.31	34.69	54.05	53.85	49	37	26
4	4.65	4.08	3.13	53.49	53.06	50.00	41.86	42.86	46.88	43	49	32
5	7.41	10.26	25.00	59.26	71.79	40.00	33.33	17.95	35.00	27	39	40
All Grades	7.69	6.94	9.04	60.99	54.34	51.06	31.32	38.73	39.89	182	173	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.00	37.93		30.00	44.83		60.00	29		30
1	*	0.00	8.57	*	76.47	57.14	*	23.53	34.29	*	17	35
2	6.45	10.00	16.00	58.06	56.67	56.00	35.48	33.33	28.00	31	30	25
3	8.16	13.51	7.69	73.47	59.46	73.08	18.37	27.03	19.23	49	37	26
4	4.88	4.08	18.75	78.05	71.43	46.88	17.07	24.49	34.38	41	49	32
5	0.00	10.26	15.00	74.07	74.36	60.00	25.93	15.38	25.00	27	39	40
All Grades	7.22	8.14	12.77	65.56	67.44	53.72	27.22	24.42	33.51	180	172	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on the 2023 summative ELPAC, Marina West tested 147 English learners. Of the students who tested, under 10% are at a Bridging level. 34% are at Expanding and 25% are at the Emerging level. 19 students were reclassified in the 23-24 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. The greatest number of English learners are at the Kindergarten and second grade levels. The grade with the fewest number of English learners is at the fifth grade level.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
491	**90.8**	**41.8**	**0.2**
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	205	41.8
Foster Youth	1	0.2
Homeless	23	4.7
Socioeconomically Disadvantaged	446	90.8
Students with Disabilities	113	23

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.8
Filipino	2	0.4
Hispanic	458	93.3
Two or More Races	4	0.8
Pacific Islander	1	0.2
White	17	3.5

Conclusions based on this data:

The major subgroups at Marina West School are socioeconomically disadvantaged (90%), English Language Learners (41%), students with disabilities (23%) and Hispanic (93%). Although other subgroups such as 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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. In grades 3-5 on the CAASPP, in English language arts, we scored in the orange category. In mathematics, we scored in the yellow category. With regard to English learner progress, we increased by 19%. 57% of our English learners are making growth towards English proficiency. Chronic absenteeism was high, with 39% of our student population chronically absent. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
74.7 points below standard	84.9 points below standard	0 Students
Increased +6.5 points	Increased +7.2 points	
230 Students	117 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
131.9 points below standard	Orange	Red
15 Students	76.4 points below standard	162.3 points below standard
	Increased +6.1 points	Decreased Significantly -16.3 points
	214 Students	65 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 77.1 points below standard Increased +6.3 points 216 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.3 points below standard Decreased -4.4 points 97 Students	14.2 points above standard Increased Significantly +59.4 points 20 Students	68.5 points below standard Maintained +2.6 points 104 Students

Conclusions based on this data:

The Dashboard Data shows that our students with disabilities are performing in red band in English language arts. English learners, Hispanic, socioeconomically disadvantaged groups are performing in the orange band. Despite having the extra support of paraeducators, ISP, literacy teacher and tutoring, our student outcomes were disappointing. Additionally, we offered targeted before and after-school tutoring. We will continue to provide targeted 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 delivered by the teacher, during Tier 1 small flexible learning groups and Tier 2 (LIT, ISP, paraeducators) throughout the day and focus on all our subgroups.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
86.6 points below standard	97.6 points below standard	0 Students
Increased +10.9 points	Increased +5.3 points	
230 Students	117 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
153 points below standard	Yellow	Red
15 Students	89.3 points below standard	148.6 points below standard
	Increased +9.1 points	Maintained +2.3 points
	214 Students	65 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 87.7 points below standard Increased +11.8 points 216 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.7 points below standard Decreased -6.9 points 97 Students	5.1 points below standard Increased Significantly +61.3 points 20 Students	81.4 points below standard Increased +10.6 points 104 Students

Conclusions based on this data:

Students with disabilities scored in the red band, English learners in the orange band and socioeconomically disadvantaged as well as Hispanic in the yellow band. Supporting first instruction by the classroom teacher were paraeducators, the Literacy Intervention Teacher and the ISP who had small groups of students with a targeted focus. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
57.6% making progress towards English language proficiency
Number of EL Students: 118 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.

2023 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	37	1	67

Conclusions based on this data:

English learner progress is in the blue status. This means 57% of our English learners are making growth towards English proficiency. We made certain English learners received designated and integrated ELD on a daily basis. We regularly monitor performance and provide timely support. 56% of English learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
39% Chronically Absent	31.6% Chronically Absent	3 Students
Declined Significantly -6.2	Declined Significantly -10.2	
510 Students	212 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
50% Chronically Absent	Yellow	Orange
Declined -18	40.4% Chronically Absent	40.1% Chronically Absent
40 Students	Declined Significantly -5	Declined -5.4
	465 Students	137 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
27.3% Chronically Absent 0 11 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 39.4% Chronically Absent Declined Significantly -6.3 475 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	35.3% Chronically Absent Increased 5.9 17 Students

Conclusions based on this data:

The data above shows that Marina West's chronic absenteeism rate has declined by 6%. Three subgroups are in the yellow (English learners, Hispanic, socioeconomically disadvantaged) and one subgroup is in orange (Students with disabilities.) 39% of our student population are 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
2.5% suspended at least one day	0.9% suspended at least one day	3 Students
Increased 1.4	Increased 0.5	
525 Students	219 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Orange	Orange
Maintained 0	2.7% suspended at least one day	2.2% suspended at least one day
42 Students	Increased 1.6	Increased 1.5
	476 Students	138 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
8.3% suspended at least one day 12 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 2.2% suspended at least one day Increased 1.3 489 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	5.9% suspended at least one day Increased 1.1 17 Students

Conclusions based on this data:

Out of 476 socioeconomically disadvantaged students, almost 2.5% have been suspended at least 1 day. The suspensions were a result of students using force or violence on other students or adults. At Marina West we take a proactive approach to avoid suspension and try other means of correction. Some examples are behavior expectation assemblies throughout the year, (especially after long breaks), encouraging positive behavior by daily reference to our Guidelines for Success during the school wide announcements, Principal's Recess, safe options at recess, use of restorative circles 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment (2023-24)	Percentage of students scoring at "Met Standard" or "Exceeded Standard" in 2023-24: 3rd Grade: 23% 4th Grade: 24% 5th Grade: 25%	Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2024-25 assessment is as follows. This reflects an expected 10% increase from the year prior. *3rd does not take the CAASPP in 2nd grade. The projection is based on the final Star Reading 2nd grade score. 3rd Grade: 31% * 4th Grade: 33% 5th Grade: 34%
CAASPP Math Assessment (2023-24)	Percentage of students scoring at "Met Standard" or "Exceeded Standard" in 2023-24: 3rd Grade: 39% 4th Grade: 29% 5th Grade: 16%	Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2024-25 assessment is as follows. This reflects an expected 10% increase from the year prior. *3rd does not take the CAASPP in 2nd grade. The projection is based on the final Star Reading 2nd grade score. 3rd Grade: 32%* 4th Grade: 49% 5th Grade: 39%

Star Early Literacy and Star Reading Assessment (End of Year 2023-24)	EOY Percentage of Students Scoring At/Above Benchmark in 2023-24: Early Literacy (District benchmark): Kindergarten: 20% 1st Grade: 13% Star Reading (State benchmark): 1st Grade: 25% 2nd Grade: 31% 3rd Grade: 34% 4th Grade: 13% 5th Grade: 25%	Percentage of students who will will score At/Above Benchmark on the 2024-25 assessment is as follows. This reflects an expected increase of 10% from the year prior. Early Literacy (District benchmark): Kindergarten: 30% 1st grade: 30% Star Reading (State benchmark): 1st Grade: 35% 2nd Grade: 35% 3rd Grade: 41% 4th Grade: 44% 5th Grade: 23%
Star Math Assessment (End of Year 2023-24)	EOY Percentage of Students Scoring At/Above State Benchmark: 1st Grade: 27% 2nd Grade: 32% 3rd Grade: 34% 4th Grade: 20% 5th Grade: 14%	Percentage of students who will will score "Met Standard" or Exceeded Standard" on the 2024-25 assessment is as follows. This reflects an expected increase from the year prior. Star Math (State benchmark): 1st Grade: 37% 2nd Grade: 37% 3rd Grade: 42% 4th Grade: 44% 5th Grade: 30%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	District Funded 4000-4999: Books And Supplies Curricular materials
1.2	Instructional Service Provider (ISP) will provide targeted support to students in need as part of Tier 2 instruction.	All Students	26663 Title I 1000-1999: Certificated Personnel Salaries ISP Salary 7474 Title I 3000-3999: Employee Benefits ISP Benefits
1.3	Teachers will utilize/participate in grade level collaboration time (on calendar Tuesdays and Wednesdays) to share student data, monitor	All Students	

	student progress towards grade level standards and discuss next steps to support their students' needs.		No additional cost
1.4	Teachers will administer assessments (district, state, curriculum embedded). Results will be reviewed, evaluated and analyzed to inform instructional and intervention decisions.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Assessment program
1.5	Paraeducators will provide support to students (Kindergarten, special education, general education).	All Students Students with Disabilities English Learners Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 2000-2999: Classified Personnel Salaries Paraeducator salary
1.6	Accelerated Reader, Lexia, and ST Math will be implemented in every classroom to support growth in reading and math.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Software programs
1.7	The principal will conduct student monitoring conferences at the conclusion of Star assessment cycles (fall, winter, spring) 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.	All Students	2622 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers
1.8	Professional development in curricular areas (ELA, math, writing process, science, social studies) will be available through staff meetings, after school trainings and conferences through VC Cabe and VCOE trainings. District Teachers on Special Assignment (TOSAs) will be consulted to support teachers as needed.	English Learners Socioeconomically Disadvantaged Students with Disabilities	300 LCFF 5000-5999: Services And Other Operating Expenditures PD fees
1.9	Literacy Intervention Teacher (LIT) will provide additional in-school, Tier 2 targeted instruction in language arts to identified students based on assessment data.	All Students	District Funded 1000-1999: Certificated Personnel Salaries LIT salary
1.10	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.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries Teachers
1.11	Teachers will provide support, specific differentiation, intervention and remediation for underperforming students through flexible learning groups during the school day.	English Learners Foster Youth Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries Teachers

1.12	The STEAM Lab will be used to support our academy strand (STEAM), student collaboration and project-based tasks.	All Students	500 LCFF 4000-4999: Books And Supplies Materials and supplies
1.13	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.	English Learners All Students	ELOP 2000-2999: Classified Personnel Salaries District Funded
1.14	Provide materials, supplies (including warehouse), technology, software and services to TK-5th grade classes to support the instructional program, supplemental programs (intervention & enrichment) and STEAM strand.	All Students	31097 LCFF 4000-4999: Books And Supplies Materials, supplies 15000 LCFF 4000-4999: Books And Supplies Warehouse supplies
1.15	Costs for publications to support the instructional program.	All Students	2000 LCFF 5000-5999: Services And Other Operating Expenditures Graphics Services
1.16	Scholar's Afterschool Program will provide enrichment opportunities to students after school. 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.	All Students	ASES
1.17	Teachers will monitor student performance and participate in SSTs, IEPs and 504 meetings. Substitutes will be provided as needed.	All Students	4000 Title I 1000-1999: Certificated Personnel Salaries Substitutes-SSTs 9,200 LCFF 1000-1999: Certificated Personnel Salaries Substitutes-IEPs and 504s
1.18	Recognize students for academic achievement and meeting Accelerated Reader goals through special activities, assemblies and awards.	All Students	500 LCFF 4000-4999: Books And Supplies Incentives, awards
1.19	Provide EL Boot Camp to English learners.	English Learners	2,874 Title III 1000-1999: Certificated Personnel Salaries English Learner/ELPAC Bootcamp
1.20	Fiction and non-fiction books, subscriptions or purchases of web-based programs and/or apps will be purchased to supplement the instructional program.	All Students	1000 LCFF 4000-4999: Books And Supplies Books and subscriptions

1.21	Fieldtrips to support and enrich the instructional program.	All Students	7500 LCFF 5000-5999: Services And Other Operating Expenditures Transportation and entrance fees
1.23	An art teacher will be hired through the Prop 28 grant to support the Arts portion of our Strand Focus. Materials will also be purchased.	All Students	87247 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary 868 Prop 28 4000-4999: Books And Supplies Art supplies
1.25	Fund operating costs to ensure full access to necessary equipment and services to ensure confidentiality of documents and student information.	All Students	2055 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo, copy machines) 3000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals (2 storage portables)
1.33			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This school year, we saw an increase in focused teacher collaboration, data driven instruction and student engagement as evidenced by walk throughs in classrooms and student outcomes. In addition to special education paraeducators in every special education class, there were two paraeducators and instructional services provider supporting all general education classrooms identified as needing extra support. Per preliminary CAASPP scores (May 2024), grades 3 and 4 are meeting/exceeding English language arts and mathematics goals. At this time, grade 5 is not meeting expected growth goals in either area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and the budgeted expenditures to implement the strategies to meet the goals.

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 plan to monitor student progress more frequent to identify students needing extra support. We will continue to analyze Star assessment results administered five times per school year to drive instruction towards grade level mastery. Teachers will analyze student results in grade level teams to collectively determine supports needed. Standards will be targeted for support while in flexible learning 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase daily attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (23-24)	Suspension Rate: 17	Suspension Rate will be reduced by 50% for a total of 8.
Panorama Survey (Spring 23-24)	School climate and student well-being will be measured through the Panorama survey. The top three areas of need: • Emotion Regulation 51% • Growth Mindset 65% • Engagement 66%	Expected growth in the top three areas of need: • Emotion Regulation 61% • Growth Mindset 75% • Engagement 76 %
Attendance Data (23-24)	Average Daily Attendance: 91.1%	Average Daily Attendance Goal: 96%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Continue the implementation of PBIS to support students with positive behavior supports.	All Students	1500 LCFF 4000-4999: Books And Supplies Supplies, posters
2.2	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.	All Students	No additional cost
2.3	The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.	All Students	No additional cost
2.4	School-wide Shark Guidelines for Success will support and encourage positive student behavior.	All Students	500 LCFF 4000-4999: Books And Supplies Incentives
2.5	Professional development in the area of STOIC, as needed, and delivered through district Teachers on Special Assignment (TOSAs).	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development
2.6	Offer safe options at recesses for students (hoola hoop, jump rope and spinner area).	All Students	500 LCFF 4000-4999: Books And Supplies Replacement play equipment
2.7	Continue to use progressive discipline, positive reinforcement and restorative circles to support students to make posiitve behavior choices.	All Students	No additional cost
2.8	Campus supervisors will monitor school grounds and supervise common areas to ensure a safe school environment.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus supervisor salaries
2.9	Increase attendance/chronic absenteeism awareness within parent community and staff. Attendance letters will be sent out as needed.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Attendance program
2.10	Implement attendance improvement campaign with students that includes school wide incentives (certificates, pencils, medals) to encourage perfect attendance.	All Students	500 LCFF 4000-4999: Books And Supplies Attendance incentives
2.11	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.	All Students	No additional cost
2.12	Implementation of RTI/MTSS model through the SST process to identify student needs and develop a plan to support student success.	All Students	District Funded

			2000-2999: Classified Personnel Salaries ORC salary
2.13	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
2.14	Recognize students for meeting behavior and attendance goals through special activities, assemblies and awards.	All Students	1000 LCFF 4000-4999: Books And Supplies Certificates, medals, rewards
2.16	Coordinate IEP transition meetings for incoming Kindergarteners and exiting 5th grade students .	All Students	1,500 LCFF 1000-1999: Certificated Personnel Salaries Substitutes
2.17			
2.18	Provide extra-curricular activities to increase student connectedness.	All Students	1,500 LCFF 1000-1999: Certificated Personnel Salaries Personnel to supervise activities 500 Title III 1000-1999: Certificated Personnel Salaries Counselor Extra Help-English Learners
2.19	School counselor will promote health and wellness through class presentations and focus groups.	All Students	200 LCFF 4000-4999: Books And Supplies Materials and supplies
2.21	Provide drug, alcohol and tobacco prevention education (Red Ribbon Week).	All Students	500 LCFF 4000-4999: Books And Supplies Materials and supplies
2.22	Use of the Panorama Survey will provide data that identifies areas to enhance social and emotional learning.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama contract
2.23	Create a student leadership team (student council) to provide opportunities to foster leadership skills, communication, teamwork, organization and public speaking.	All Students	300 LCFF 4000-4999: Books And Supplies Materials, supplies
2.38			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In reviewing our goals and measuring against outcomes, we fell short on some goals. Our daily attendance is 91%. Our goal is to have every student at school ready to learn. At the very least, we aim to have a 96% attendance rate. Our goal was to decrease both off campus and teacher suspensions. In the 2023-24 school year, we had 17 suspensions. The number of suspensions coincides with the Panorama Survey student responses in which students report they are in need of emotion regulation and self management. We plan to provide support in these two areas in addition to exploring ways in which to provide a safe environment.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and budgeted expenditures to implement the 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.

We plan to explore alternative ways to decrease discipline referrals to office and increase positive behavior. Examples include refocusing SEL classroom lessons and including parents via parent workshops and offering opportunities for involvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Student Responses vs Teacher Perception)	Emotion Regulation: Student responses- 51%, Teacher responses-74% Self Management: Student responses-69%, Teacher responses-51%	Emotion regulation: Student responses-61%, Teacher responses-84% Self Management: Student responses-79%, Teacher responses- 61%
Parent Attendance at meetings/events	School Site Council: 5 parents ELAC: 4 parents Average attendance: Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets): 50 parents	School Site Council: 10 parents ELAC: 8 parents Average attendance: Enrichment Activities (Family Nights, Cookies with Santa, Books and Blankets): 75 parents

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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, attendance).	English Learners All Students	1000 Title III 2000-2999: Classified Personnel Salaries Translations 2860 Title III 4000-4999: Books And Supplies Materials and supplies 4740 Title III 5800: Professional/Consulting Services And Operating Expenditures Travel and Conferences (CABE), Parent Participation
3.3	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.	All Students	No additional cost
3.4	Invite parents to attend meetings to discuss student progress (i.e. IEP, SST, 504, parent-teacher conferences in the fall and spring).	All Students	No additional cost
3.6	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.	All Students	1000 LCFF 2000-2999: Classified Personnel Salaries Translation 8484 LCFF 2000-2999: Classified Personnel Salaries Classified extra hours
3.7	Invite parents of English learners eligible for reclassification to participate in reclassification meetings and celebration.	English Learners	600 LCFF 5000-5999: Services And Other Operating Expenditures Supplies, materials, refreshments for reclassification celebration 500 Title III 2000-2999: Classified Personnel Salaries Classified extra hours
3.8	Seek parent feedback about English learner programs, needs, and school climate through parent meetings and surveys (i.e. English learner needs assessment).	English Learners	400 Title III 4000-4999: Books And Supplies Materials and supplies

3.9	Host Family Nights to include parents in their child's learning. Family Night examples include: reading, math, science, movie, Books and Blankets.	All Students	3000 LCFF 1000-1999: Certificated Personnel Salaries Teacher extar hours
3.10	Host community experts during parent engagement nights.	All Students	1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Consulting services
3.11	Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.		1500 LCFF 2000-2999: Classified Personnel Salaries Extra help, translation, babysitting
3.12	Frequent parent communication to strengthen home-school relationship through Parent Square school website, flyers, marquee announcements, social media and teacher communication platforms. Teachers will communicate regularly with parents.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square contract
3.13	ORC to provide ongoing case management and provide a needs assessment to special population students (migrant, foster youth, homeless).	English Learners Foster Youth Homeless Socioeconomically Disadvantaged	No additional cost
3.14	Home visits by ORC and Counselor to support families as needed.	All Students	No additional cost
3.15	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.	All Students	No additional cost
3.16	ORC will conduct mini-SARB meetings with families to address attendance concerns and create an attendance plan.	All Students Foster Youth Homeless Socioeconomically Disadvantaged	No additional cost
3.17	Marina West will have a TK/K orientation to welcome incoming students.	All Students	No additional cost.
3.22			
3.32			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-24 school year, at Marina West, we strengthened our home-school relationships. In addition to hosting family literacy nights, parent informational nights and enrichment activities were also held. Topics included A-G requirements, safe use of technology, movie nights, "Books and Blankets", among others. There was frequent parent communication and the ORC and counselor hosted "Welcome to Marina West" meetings with new families to establish rapport with families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference with the intended implementation or the budgeted expenditures to implement the strategies/activities to the meet our goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to offer opportunities for parents to feel welcome at Marina West. We plan to reach out via enrichment activities, family learning nights and parent informational/workshops with guest speakers where applicable.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$53,633.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$237,484.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$40,759.00
Title III	$12,874.00

Subtotal of additional federal funds included for this school: $53,633.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$95,736.00
Prop 28	$88,115.00

Subtotal of state or local funds included for this school: $183,851.00

Total of federal, state, and/or local funds for this school: $237,484.00

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	40,759	0.00
Title III	12,874	0.00
LCFF	95,736	0.00
LCFF - Intervention	0	0.00
Prop 28	88,115	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	95,736.00
Prop 28	88,115.00
Title I	40,759.00
Title III	12,874.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	139,106.00
2000-2999: Classified Personnel Salaries	12,484.00
3000-3999: Employee Benefits	7,474.00
4000-4999: Books And Supplies	57,225.00
5000-5999: Services And Other Operating Expenditures	15,455.00
5800: Professional/Consulting Services And Operating Expenditures	5,740.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	15,200.00
2000-2999: Classified Personnel Salaries	LCFF	10,984.00
4000-4999: Books And Supplies	LCFF	53,097.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,455.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	87,247.00
4000-4999: Books And Supplies	Prop 28	868.00
1000-1999: Certificated Personnel Salaries	Title I	33,285.00
3000-3999: Employee Benefits	Title I	7,474.00
1000-1999: Certificated Personnel Salaries	Title III	3,374.00
2000-2999: Classified Personnel Salaries	Title III	1,500.00
4000-4999: Books And Supplies	Title III	3,260.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,900.00
Goal 2	8,500.00
Goal 3	25,084.00

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
Lenissa Garcia	Classroom Teacher
Suzanne Fries-Hostka	Classroom Teacher
April Rosas	Classroom Teacher
Reyna Moreno	Other School Staff
Eva Barraza	Parent or Community Member
Jessica Arce Hernandez	Parent or Community Member
Rosemary Juarez Lucero	Parent or Community Member
Lisa Lopez	Parent or Community Member
Yesenia Martinez	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
	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 5/31/2024
	SSC Chairperson, April Rosas on 5/31/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thurgood Marshall K-8 School	56725380100362	May 22, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Thurgood Marshall K-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Thurgood Marshall School has been identified under ATSI for high suspension rate for homeless students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Thurgood Marshall K-8 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Thurgood Marshall School has been identified under ATSI for high suspension rate for homeless students.

The school Mission of Marshall K - 8 Academy of Visual and Performing Arts 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 2024-2025 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 are the foundation on which the Strategic Action Plan and Student Profile are based and will drive the strategies and actions for the Marshall SPSA. Through 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.

In the 2023-2024 school year, Marshall was identified as ATSI (Additional Targeted Support and Improvement), due to high suspension rates for the Homeless student group. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. For the 2023-2024 school year, Marshall Leadership Team and school partners identified strategies/activities to address this area such as conducting home visits with the ORC, counselor, and administration, and SEL lessons provided in the classroom by the school counselor to decrease suspension rates. Administration also met 1:1 with those students identified as having high suspension rates in the previous year. Behavior plans were created which included positive incentives and frequent check-ins.

The staff recognizes that students coming to school this academic year have growing academic and social-emotional needs. Marshall's goal for the 2024-2025 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.

Educational Partner Involvement

How, when, and with whom did Thurgood Marshall K-8 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 Marshall Leadership Team, Marshall grade level teams and departments and ELAC reviewed and provided input for the SPSA plan. This is done in order to recommend approval of the SPSA by the School Site Council. The SPSA is approved annually and during regular School Site Council meeting (no less than 6 times per year), the goals, actions and overall spending of categorical dollars are monitored. 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 section is required for all schools eligible for ATSI and CSI.

This year, students identified under ATSI (Homeless student group with high suspension rates) were monitored closely and provided support through the Marshall counselors and administration. Some after school tutoring was offered, but not a significant amount due to unavailable personnel to hold after school tutoring and intervention. The school was able to allocate some funding to the Visual and Performing Arts strand focus, but not at the desired amount. Marshall was able to secure an ISP from January - June 2024, but not for the full year as intended. This was due to a lack of available ISP teachers at the beginning of the year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

On the 2023 CA Dashboard, results indicate that All Students performed in the Orange range in English Language Arts. This was neither a gain or decline. The student groups who performed in the Orange in English Language Arts were English Learners with a decline of 17.7 points, White students with a decline of 5 points, Hispanic and Homeless students who maintained, and Students with Disabilities who increased 7.2 points,, but still performed in the Orange level. All Students performed in the Orange range, including all student groups. This does not indicate a performance gap among student groups, but rather a need to focus schoolwide on research-based and effective strategies in English Language Arts. Steps taken to address this area was a Student Monitoring system to review student performance data after the administration of Star tests, writing prompts, and after the end of each trimester. This allowed for discussions and planning to target those students not performing at grade level. It also triggered any necessary SSTs, or psychoeducational assessments. This included monitoring the data of those students working with the LIT (Literacy Intervention Teacher) teacher. An ISP teacher (Intervention Support Provider) was added in January this year to help target specific skills among 2nd and 3rd grade students.

On the 2023 CA Dashboard, results indicate that All Students were in the Orange performance range for Chronic Absenteeism. Although this is a decline of 2.3% from the previous year, results show that this is still an area of concern and need. The Homeless and Hispanic student groups are in the Orange performance range, but they are higher than all students. Hispanic students (622) are at 31.8% chronically absent, and Homeless students (38) are at 34.2% chronically absent. Hispanic students had a decline of 2.5% of chronic absenteeism and Homeless students had a decline of 25.8% of chronic absenteeism, but are still higher than All Students. This shows the need to continue to support Hispanic and Homeless student groups. This has been done through home visits, following the attendance process consistently, including SART and SARB, and having students meeting with the school counselor for check-ins. Attendance is reviewed at SSTs and SPED assessments when applicable. Incentives are in place to celebrate positive attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

On the 2023 CA Dashboard in Math, All Students performed in the Yellow range. English Learner and Students with Disabilities student groups performed in the Red performance category. This indicates they are performing 2 performance levels below All Students who are performing in Yellow. To target this performance gap, EL students were given small group instruction targeting vocabulary development connected to academic math vocabulary. Students with Disabilities were provided before school tutoring in math targeting basic concept skills. Another state indicator showing a 2 or more performance level gap was in the Suspension Rate. All Students performed in the Green performance indicator showing a decline of 4.8% of students suspended at least one day. The Homeless student group is in the Red performance level showing an increase of 7.5% of students having been suspended at least one day. This is approximately 3 out of 40 students. Other means of correction were used, as well as providing 1:1 support for those individual students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the CA Dashboard data, other data used to measure pupil outcomes were Star Reading and Math assessment data and Panorama Survey data. Panorama Survey data showed the need to support middle school students on emotional regulation, as well as connectedness. The School counselor is meeting 1:1 with students as needed, as well as doing SEL lessons in the classroom.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Thurgood Marshall K-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.27%	0.14%	2	2	1
African American	3.34%	3.29%	3.76%	26	24	26
Asian	1.03%	1.37%	1.30%	8	10	9
Filipino	2.70%	2.47%	2.17%	21	18	15
Hispanic/Latino	83.70%	82.99%	82.92%	652	605	573
Pacific Islander	0.26%	0.27%	0.14%	2	2	1
White	7.32%	7.96%	8.25%	57	58	57
Multiple/No Response	1.41%	1.37%	1.30%	11	10	9
			Total Enrollment	779	729	691

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	90	73	68
Grade 1	69	72	69
Grade 2	76	69	67
Grade3	72	75	66
Grade 4	95	68	72
Grade 5	88	94	66
Grade 6	101	89	93
Grade 7	91	100	87
Grade 8	97	89	102
Total Enrollment	779	729	691

Conclusions based on this data:

This data shows that in 2023-2024 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 Marshall staff

and parents attend the African American Parent Advisory, Asian Pacific Islander Advisory meetings made available to all parents. This aligns with Strategic Action Plan standard 4.0 - Family/Community Alliances for Student Success.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	193	172	138	22.80%	24.8%	19.9%
Fluent English Proficient (FEP)	100	85	100	14.80%	12.8%	14.4%
Reclassified Fluent English Proficient (RFEP)			63	17.0%		45.6%

Conclusions based on this data:

Our 2023-2024 school year data shows that 19.9% of students are English Learners and 14.4% are fully English proficient. Teachers use targeted ELD instruction in small groups focused on vocabulary development, reading comprehension, and writing. 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	82	16	20%	11	13%	15	18%	40	49%	Level 3	824
Grade 1	61	10	16%	4	7%	21	34%	26	43%	Level 3	879
Grade 2	1	1	100%	0	0%	0	0%	0	0%	Level 1	606

Conclusions based on this data:

The 2023-2024 STAR Early Literacy data reflects that many of our Kindergarten students are at a level four (At/Above Benchmark). There are 14 (19%) of kindergarten students who are On Watch. Many of them are late transitional readers with small group instruction targeting letter sounds, and initial and ending sounds, many will move into the At/Above band. Students in the 1st grade are at 43% 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.

There were no 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).

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	39	18	46%	9	23%	7	18%	5	13%	Level 2	902
Grade 3	62	17	27%	18	29%	17	27%	10	16%	Level 2	971
Grade 4	69	17	25%	16	23%	20	29%	16	23%	Level 2	1011
Grade 5	61	23	38%	13	21%	16	26%	9	15%	Level 2	1012
Grade 6	75	23	31%	22	29%	22	29%	8	11%	Level 2	1044
Grade 7	74	30	41%	22	30%	19	26%	3	4%	Level 2	1049
Grade 8	4	0	0%	3	75%	1	25%	0	0%	Level 2	1075

Conclusions based on this data:

EOY 2024 Star Reading data showed declines from Spring Star data scores. Grade 2 had a slight decline from 34% proficiency to 31% proficiency in reading. Grade 3 maintained at 43% proficiency. Gr. 4 had the highest gains in reading proficiency from 48% - 54% proficiency in reading. Grade 6-8 Star Reading scores did not reflect accurate percentages as many students were missing test scores. Star Reading performance data 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	65	6	9%	17	26%	28	43%	14	22%	Level 3	877
Grade 2	44	19	43%	12	27%	7	16%	6	14%	Level 2	901
Grade 3	63	15	24%	16	25%	22	35%	10	16%	Level 2	976
Grade 4	68	16	24%	18	26%	20	29%	14	21%	Level 2	1025
Grade 5	57	29	51%	12	21%	8	14%	8	14%	Level 2	1035
Grade 6	84	42	50%	20	24%	12	14%	10	12%	Level 1	1046
Grade 7	75	29	39%	26	35%	8	11%	12	16%	Level 2	1067
Grade 8	72	33	46%	16	22%	8	11%	15	21%	Level 2	1089

Conclusions based on this data:

EOY 2024 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. Grade 1 had the largest percentage of students performing at the proficient levels with 65% proficiency. Grade 6-8 had the lowest levels of students in the proficient bands. Grade 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. Grade 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. Math TOSAs will work closely with middle school teachers on lesson design and common formative assessments.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		72	74		71	73		71	73		98.6	98.6
Grade 4		96	68		93	67		93	67		96.9	98.5
Grade 5		91	94		90	93		90	93		98.9	98.9
Grade 6		100	90		100	87		100	87		100.0	96.7
Grade 7		92	102		92	102		92	102		100.0	100.0
Grade 8		99	87		97	85		97	85		98.0	97.7
All Grades		550	515		543	507		543	507		98.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2397.		12.68	13.70		18.31	26.03		21.13	21.92		47.89	38.36
Grade 4		2458.	2422.		18.28	11.94		31.18	25.37		22.58	22.39		27.96	40.30
Grade 5		2465.	2513.		11.11	25.81		26.67	20.43		24.44	31.18		37.78	22.58
Grade 6		2488.	2476.		10.00	2.30		22.00	20.69		32.00	36.78		36.00	40.23
Grade 7		2526.	2500.		5.43	7.84		34.78	28.43		33.70	19.61		26.09	44.12
Grade 8		2534.	2532.		11.34	5.88		25.77	30.59		30.93	35.29		31.96	28.24
All Grades	N/A	N/A	N/A		11.42	11.24		26.70	25.25		27.81	28.01		34.07	35.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.33		61.97	54.79		33.80	32.88
Grade 4		18.28	7.46		59.14	64.18		22.58	28.36
Grade 5		7.78	22.58		64.44	59.14		27.78	18.28
Grade 6		12.00	6.90		50.00	56.32		38.00	36.78
Grade 7		9.78	7.84		66.30	56.86		23.91	35.29
Grade 8		17.53	4.71		57.73	65.88		24.74	29.41
All Grades		11.97	10.45		59.67	59.37		28.36	30.18

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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	10.96		36.62	58.90		53.52	30.14
Grade 4		10.75	7.46		68.82	58.21		20.43	34.33
Grade 5		14.44	23.66		53.33	53.76		32.22	22.58
Grade 6		4.00	9.20		57.00	45.98		39.00	44.83
Grade 7		8.70	10.78		68.48	48.04		22.83	41.18
Grade 8		13.40	9.41		53.61	63.53		32.99	27.06
All Grades		10.13	12.23		57.09	54.24		32.78	33.53

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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	5.48		74.65	83.56		19.72	10.96
Grade 4		10.75	7.46		76.34	68.66		12.90	23.88
Grade 5		10.00	8.60		72.22	81.72		17.78	9.68
Grade 6		14.00	8.05		68.00	81.61		18.00	10.34
Grade 7		8.70	5.88		80.43	78.43		10.87	15.69
Grade 8		6.19	12.94		75.26	72.94		18.56	14.12
All Grades		9.39	8.09		74.40	78.11		16.21	13.81

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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	9.59		60.56	67.12		32.39	23.29
Grade 4		13.98	4.48		66.67	71.64		19.35	23.88
Grade 5		8.89	22.58		63.33	64.52		27.78	12.90
Grade 6		9.00	2.30		67.00	77.01		24.00	20.69
Grade 7		13.04	8.82		63.04	63.73		23.91	27.45
Grade 8		11.34	9.41		58.76	72.94		29.90	17.65
All Grades		10.68	9.86		63.35	69.23		25.97	20.91

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Conclusions based on this data:

In analyzing the overall achievement for all students according to 2022-2023, in Grades 3-8 in ELA, 47% of Grade 3 were at met or exceeded, Grade 4 were at 30% met or exceeded, 44% of 5th grade students were at met or exceeded, 8% of Grade 6 were at met or exceeded. 10% of Grade 7 were at met or exceeded and 3% of Grade 8 were at met or exceeded. This data indicates strong gains in Grade 3 and Grade 5 in their ELA data. Lowest gains were in Grade 6-8. The data shows a large percentage in Grade 6 at Nearly Met indicating many students were not far from achieving in the Met performance band. To improve in English/Language Arts, a focus on targeted small group instruction will be monitored through MTSS and Student Monitoring meetings. The LIT (Literacy Intervention Teacher) will continue working with K-2 students in small groups using the LLI Curriculum. An ISP (Intervention Support Person) has been hired to target grades 2-4 reading intervention in small group. Before and after school tutoring will also be offered targeting specific skills with students demonstrating the need for additional support.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		72	74		71	73		71	73		98.6	98.6
Grade 4		96	68		94	67		93	67		97.9	98.5
Grade 5		91	94		90	93		90	93		98.9	98.9
Grade 6		100	90		100	87		100	87		100.0	96.7
Grade 7		92	102		92	102		92	102		100.0	100.0
Grade 8		99	87		97	86		97	86		98.0	98.9
All Grades		550	515		544	508		543	508		98.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2424.		8.45	13.70		15.49	34.25		35.21	26.03		40.85	26.03
Grade 4		2441.	2436.		12.90	13.43		20.43	17.91		27.96	35.82		38.71	32.84
Grade 5		2427.	2500.		2.22	23.66		10.00	21.51		28.89	25.81		58.89	29.03
Grade 6		2463.	2434.		8.00	4.60		17.00	4.60		23.00	19.54		52.00	71.26
Grade 7		2450.	2452.		2.17	3.92		7.61	7.84		29.35	30.39		60.87	57.84
Grade 8		2461.	2443.		6.19	0.00		10.31	3.49		19.59	22.09		63.92	74.42
All Grades	N/A	N/A	N/A		6.63	9.65		13.44	14.17		26.89	26.38		53.04	49.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.92		53.52	54.79		35.21	23.29
Grade 4		20.43	13.43		36.56	49.25		43.01	37.31
Grade 5		6.67	25.81		30.00	46.24		63.33	27.96
Grade 6		6.00	2.30		42.00	29.89		52.00	67.82
Grade 7		2.17	2.94		36.96	35.29		60.87	61.76
Grade 8		6.19	0.00		42.27	25.58		51.55	74.42
All Grades		8.66	10.63		39.78	39.37		51.57	50.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	17.81		45.07	57.53		42.25	24.66
Grade 4		9.68	13.43		48.39	52.24		41.94	34.33
Grade 5		1.11	22.58		51.11	49.46		47.78	27.96
Grade 6		5.00	3.45		43.00	31.03		52.00	65.52
Grade 7		3.26	2.94		45.65	57.84		51.09	39.22
Grade 8		6.19	0.00		43.30	47.67		50.52	52.33
All Grades		6.08	9.65		46.04	49.21		47.88	41.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	15.07		56.34	67.12		36.62	17.81
Grade 4		13.98	11.94		52.69	52.24		33.33	35.82
Grade 5		0.00	13.98		60.00	59.14		40.00	26.88
Grade 6		10.00	3.45		56.00	52.87		34.00	43.68
Grade 7		3.26	5.88		66.30	60.78		30.43	33.33
Grade 8		3.09	1.16		54.64	51.16		42.27	47.67
All Grades		6.26	8.27		57.64	57.28		36.10	34.45

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

According to 2023 - 2024 student performance data, Marshall improved in the percentage of students scoring above standard. Grades 3 - 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 students in Mathematics, students not making adequate progress will be provided small group instruction consistently through the week. Grade 7 and 8 students in mathematics will be provided tutoring through Desmos and Dream Box after before and/or after school. 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 and other assessments.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1417.3	1467.8		1421.6	1447.2		1407.2	11	0	17
1	*		1428.6	*		1446.8	*		1410.0	10	0	24
2	1469.0	*	1472.9	1465.9	*	1476.6	1471.6	*	1468.9	16	19	16
3	1479.0	1471.3	1480.2	1479.5	1465.9	1474.6	1478.0	1476.1	1485.6	40	18	18
4	1486.2	1520.4	1504.5	1480.9	1525.6	1495.2	1491.1	1514.8	1513.1	31	36	16
5	1518.0	1535.2	1545.5	1521.4	1529.6	1540.8	1513.9	1540.2	1549.8	14	26	25
6	1531.9	1535.7	1530.8	1528.1	1522.0	1525.6	1535.4	1549.1	1535.5	15	12	21
7	1528.7	1560.3	1545.9	1526.0	1564.3	1551.2	1531.1	1555.9	1540.1	12	14	11
8	*	*	*	*	*	*	*	*	*	*	6	8
All Grades										152	131	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	27.27		47.06	45.45		35.29	0.00		11.76	11		17
1	*		0.00	*		20.83	*		50.00	*		29.17	*		24
2	6.25	*	6.25	56.25	*	50.00	18.75	*	18.75	18.75	*	25.00	16	*	16
3	0.00	0.00	5.56	39.47	33.33	44.44	52.63	33.33	22.22	7.89	33.33	27.78	38	18	18
4	3.70	27.78	25.00	48.15	41.67	18.75	18.52	25.00	25.00	29.63	5.56	31.25	27	36	16
5	7.14	23.08	32.00	28.57	42.31	44.00	57.14	26.92	20.00	7.14	7.69	4.00	14	26	25
6	15.38	16.67	28.57	53.85	58.33	38.10	30.77	16.67	19.05	0.00	8.33	14.29	13	12	21
7	25.00	21.43	36.36	25.00	64.29	27.27	25.00	14.29	18.18	25.00	0.00	18.18	12	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.39	19.83	17.31	39.16	44.83	37.82	37.76	25.00	26.28	14.69	10.34	18.59	143	116	156

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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		5.88	45.45		29.41	27.27		47.06	0.00		17.65	11		17
1	*		12.50	*		41.67	*		20.83	*		25.00	*		24
2	25.00	*	18.75	25.00	*	43.75	43.75	*	31.25	6.25	*	6.25	16	*	16
3	23.68	16.67	38.89	50.00	33.33	16.67	7.89	16.67	16.67	18.42	33.33	27.78	38	18	18
4	11.11	44.44	31.25	55.56	38.89	25.00	18.52	13.89	12.50	14.81	2.78	31.25	27	36	16
5	28.57	30.77	52.00	50.00	65.38	44.00	21.43	0.00	4.00	0.00	3.85	0.00	14	26	25
6	23.08	41.67	33.33	69.23	33.33	42.86	7.69	25.00	19.05	0.00	0.00	4.76	13	12	21
7	41.67	42.86	36.36	33.33	50.00	45.45	8.33	7.14	18.18	16.67	0.00	0.00	12	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	35.34	30.13	46.85	43.97	37.18	18.18	12.93	19.23	11.89	7.76	13.46	143	116	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	0.00		29.41	72.73		52.94	0.00		11.76	11		17
1	*		0.00	*		12.50	*		54.17	*		33.33	*		24
2	6.25	*	0.00	50.00	*	31.25	25.00	*	50.00	18.75	*	18.75	16	*	16
3	0.00	0.00	0.00	15.79	22.22	33.33	55.26	38.89	38.89	28.95	38.89	27.78	38	18	18
4	3.70	5.56	12.50	18.52	27.78	25.00	37.04	52.78	31.25	40.74	13.89	31.25	27	36	16
5	0.00	15.38	24.00	28.57	23.08	28.00	42.86	46.15	36.00	28.57	15.38	12.00	14	26	25
6	7.69	16.67	14.29	30.77	41.67	28.57	46.15	25.00	33.33	15.38	16.67	23.81	13	12	21
7	8.33	14.29	0.00	25.00	35.71	45.45	25.00	42.86	18.18	41.67	7.14	36.36	12	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.59	8.62	8.33	21.68	28.45	29.49	44.06	44.83	39.10	28.67	18.10	23.08	143	116	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	54.55		76.47	0.00		17.65	11		17
1	*		33.33	*		37.50	*		29.17	*		24
2	37.50	*	25.00	50.00	*	56.25	12.50	*	18.75	16	*	16
3	32.43	38.89	22.22	48.65	27.78	50.00	18.92	33.33	27.78	37	18	18
4	19.23	55.56	37.50	57.69	38.89	31.25	23.08	5.56	31.25	26	36	16
5	7.14	19.23	48.00	85.71	80.77	44.00	7.14	0.00	8.00	14	26	25
6	7.69	0.00	14.29	84.62	83.33	71.43	7.69	16.67	14.29	13	12	21
7	0.00	42.86	9.09	72.73	57.14	72.73	27.27	0.00	18.18	11	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.57	34.48	25.00	60.00	55.17	55.77	16.43	10.34	19.23	140	116	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		17.65	63.64		64.71	9.09		17.65	11		17
1	*		12.50	*		58.33	*		29.17	*		24
2	18.75	*	31.25	68.75	*	56.25	12.50	*	12.50	16	*	16
3	35.14	31.25	33.33	51.35	31.25	55.56	13.51	37.50	11.11	37	16	18
4	30.77	35.29	37.50	53.85	58.82	37.50	15.38	5.88	25.00	26	34	16
5	53.85	69.23	84.00	46.15	26.92	16.00	0.00	3.85	0.00	13	26	25
6	58.33	58.33	52.38	41.67	41.67	47.62	0.00	0.00	0.00	12	12	21
7	80.00	64.29	81.82	20.00	35.71	18.18	0.00	0.00	0.00	10	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.76	49.11	46.15	52.21	42.86	42.31	11.03	8.04	11.54	136	112	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	81.82		88.24	0.00		5.88	11		17
1	*		0.00	*		50.00	*		50.00	*		24
2	43.75	*	18.75	37.50	*	62.50	18.75	*	18.75	16	*	16
3	0.00	5.56	0.00	57.89	38.89	50.00	42.11	55.56	50.00	38	18	18
4	3.85	11.11	6.25	53.85	63.89	62.50	42.31	25.00	31.25	26	36	16
5	7.14	19.23	32.00	71.43	53.85	60.00	21.43	26.92	8.00	14	26	25
6	0.00	16.67	4.76	53.85	50.00	42.86	46.15	33.33	52.38	13	12	21
7	16.67	21.43	9.09	25.00	42.86	54.55	58.33	35.71	36.36	12	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.86	12.93	10.90	53.52	54.31	57.69	36.62	32.76	31.41	142	116	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		29.41	63.64		52.94	9.09		17.65	11		17
1	*		0.00	*		70.83	*		29.17	*		24
2	0.00	*	0.00	81.25	*	75.00	18.75	*	25.00	16	*	16
3	10.81	11.11	11.11	59.46	61.11	77.78	29.73	27.78	11.11	37	18	18
4	3.70	11.11	25.00	62.96	80.56	50.00	33.33	8.33	25.00	27	36	16
5	0.00	30.77	28.00	64.29	50.00	56.00	35.71	19.23	16.00	14	26	25
6	9.09	41.67	52.38	90.91	50.00	38.10	0.00	8.33	9.52	11	12	21
7	0.00	0.00	18.18	81.82	100.00	63.64	18.18	0.00	18.18	11	14	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.19	16.52	19.87	66.91	69.57	62.18	25.90	13.91	17.95	139	115	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

For the 2023-2024 school year, 27% 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 formatted 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
729	**74.2**	**23.6**	**0.1**
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	172	23.6
Foster Youth	1	0.1
Homeless	28	3.8
Socioeconomically Disadvantaged	541	74.2
Students with Disabilities	142	19.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	3.3
American Indian	2	0.3
Asian	10	1.4
Filipino	18	2.5
Hispanic	605	83
Two or More Races	10	1.4
Pacific Islander	2	0.3
White	58	8

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. This will be done through Student Monitoring meetings after each assessment, as well as through SSTs to create goals that will target specific areas of need.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. The 2023-2024 CA Dashboard data indicates that Marshall is under ATSI due to the Red performance range in Suspension rates for the Homeless student group. Although the suspension rates showed significant decline and a Green performance range, the high rate of suspension for Homeless students is the criteria that kept Marshall under ATSI. Other indicators according to the 2023-2024 CA Dashboard data shows that English Learner progress is in the Blue performance range, the highest range. 60% of English Learners made progress, which was an increase of 20.2%. Although Chronic absenteeism indicates a performance range in Orange, there was a decline of

2.3%. Math performance is in the Yellow range, also with an increase of 8.9 points. English Language Arts is in the orange performance range with an indicator that all students maintained at this level.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
35.6 points below standard	69.8 points below standard	2 Students
Maintained -0.4 points	Decreased Significantly -17.7 points	
496 Students	154 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
98.7 points below standard	Orange	Orange
Increased +12.2 points	48.5 points below standard	115.4 points below standard
23 Students	Maintained -2.7 points	Increased +7.2 points
	371 Students	120 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
26.7 points below standard	Less than 11 Students	Less than 11 Students	99 points above standard
Decreased -5.5 points	1 Student	4 Students	Increased Significantly +34.5 points
18 Students			12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Orange
43.1 points below standard	7 Students	2 Students	6.1 points below standard
Maintained +0.5 points			Decreased -5 points
418 Students			34 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.8 points below standard	43.3 points below standard	22.8 points below standard
Decreased Significantly -16.7 points	Decreased Significantly -16 points	Increased +5.9 points
94 Students	60 Students	305 Students

Conclusions based on this data:

According to the 2023-2024 CA Dashboard data in English Language Arts, there were no student groups in the Red performance range. There were 5 student groups who fell in the Orange performance range - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White, and Hispanic. English Learns and White students decreased, while Students with Disabilities increased and Hispanic and Socioeconomically Disadvantaged students maintained in the Orange performance range. Although not a significant student group, African American students decreased by 5.5 points in English Language Arts. Filipino students also increased 34.5 points. Current English Learners and Reclassified ELs decreased in English Language Arts.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
80.3 points below standard	106.4 points below standard	2 Students
Increased +8.9 points	Decreased -3 points	
496 Students	154 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
112.9 points below standard	Yellow	Red
Increased Significantly +22.1 points	90.8 points below standard	159.1 points below standard
23 Students	Increased +10.3 points	Maintained -0.3 points
	370 Students	119 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
91.1 points below standard Decreased Significantly -27 points 18 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	51.6 points above standard Increased Significantly +51.7 points 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 87.9 points below standard Increased +9.9 points 418 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Yellow 45.1 points below standard Increased +12.6 points 34 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.9 points below standard Increased +4.2 points 94 Students	108.6 points below standard Decreased -13.2 points 60 Students	69.2 points below standard Increased +12.6 points 305 Students

Conclusions based on this data:

According to the 2023-2024 CA Dashboard data, All Students increased 8.9 points in mathematics. Although All Students showed growth, 2 student groups fell in the Red performance range - English Learners and Students with Disabilities. Hispanic students increased by 9.9 points andFilipino students increased significantly by 51.7 points. White students increased in math by 12.6 points. Current English Learners increased by 4.2 points. Homeless students increased significantly in math by 22.1 points. 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 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. Teachers would like to work with Math TOSAs in designing common formative assessments that align with the format of CAASPP test questions.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
60% making progress towards English language proficiency
Number of EL Students: 85 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.

2023 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	22	0	51

Conclusions based on this data:

According to 2023-2024 CA Dashboard data, 60% of English Learners are making progress toward English language proficiency. They showed an increase of 20.2%. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
29.7% Chronically Absent	30.1% Chronically Absent	3 Students
Declined -2.3	Declined Significantly -4.8	
754 Students	183 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
34.2% Chronically Absent	32.5% Chronically Absent	34.8% Chronically Absent
Declined -25.8	Declined Significantly -3.1	Declined Significantly -6.2
38 Students	566 Students	164 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
18.5% Chronically Absent	Less than 11 Students	Less than 11 Students	21.1% Chronically Absent
Increased 3.7	2 Students	10 Students	Increased 16.3
27 Students			19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Yellow
31.8% Chronically Absent	10 Students	2 Students	17.7% Chronically Absent
Declined -2.5			Declined -9.8
622 Students			62 Students

Conclusions based on this data:

Chronic absenteeism was a continued primary focus with targeted interventions for the 2023-2024 school year. Marshall developed an incentive-based program for students with chronic absenteeism. The ORC in coordination with the Attendance Technician monitored absences and provided outside resources to the families as needed. Site SART 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. Although overall Chronic Absenteeism declined by 2.3%, the Hispanic and Homeless students groups are in the Orange performance level. Home visits will continue to be conducted to connect with those students whose families are not keeping in touch with the school. Overall, all students and student groups decreased in Chronic Absenteeism, showing improvement in attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	3	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	Less than 11 Students
2.7% suspended at least one day	1.6% suspended at least one day	3 Students
Declined Significantly -4.8	Declined Significantly -6.6	
768 Students	190 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Green	Yellow
7.5% suspended at least one day	2.9% suspended at least one day	3.6% suspended at least one day
Increased 7.5	Declined Significantly -5.5	Declined Significantly -6.8
40 Students	580 Students	166 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -7.1 27 Students	Less than 11 Students 2 Students	Less than 11 Students 10 Students	0% suspended at least one day Maintained 0 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 2.8% suspended at least one day Declined Significantly -5.5 636 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	 Orange 4.8% suspended at least one day Increased 1.5 62 Students

Conclusions based on this data:

According to the 2023-2024 CA Dashboard data, All students performed in the Green range with a decline of suspensions by 4.8%. There was on student group who fell in the Red performance range and this was the Homeless student group. There was an increase of 7.5 points which is why Marshall remains in ATSI. Marshall has established a progressive discipline policy and has trained staff in CHAMPS and PBIS strategies to help target behavioral problems. School counselors conduct check-ins with specific students, as well as providing SEL lessons in the classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	EOY 2024 Percentage of students who scored At/Above benchmark: Kinder - 51% Grade 1 - 43%	EOY 2025 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. 3-5% of students will move from Approaching to At/Above Benchmark.
Star Reading	EOY 2024 Percentage of students who scored At/Above benchmark: Grade 2 - 32% Grade 3 - 44% Grade 4 - 53% Grade 5 - 42% Grade 6 - 39% Grade 7 - 30% Grade 8 - 33%	EOY 2025 Students in grades 2 -8 who score At/Above benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels. 3-5% of students will move from Approaching to At/Above Benchmark.
Star Math	EOY 2024	EOY 2025

	Percentage of students who scored At/Above benchmark: Grade 1 - 65% Grade 2 - 30% Grade 3 - 51% Grade 4 - 51% Grade 5 - 29% Grade 6 - 25% Grade 7 - 26% Grade 8 - 32%	Students in grades 1-8 who score At/Above benchmark will increase by 10%. 3-5% of students will demonstrate growth by moving one or two levels from intervention or on-watch to at/above benchmark.
Reclassification Rates	2023-2024 27% of EL students (37) in grades 3-8 reclassified.	2024-2025 The reclassification rate will increase by at least 5-7%.
CAASPP ELA	2023-2024 Percentage of students who Met/Exceeded standards: Grade 3 - 47% Grade 4 - 50% Grade 5 - 55% Grade 6 - 37% Grade 7 - 21% Grade 8 - 26%	2024-2025 Students will demonstrate growth by moving one or two levels across the different achievement bands. 3-5% of students will move from Nearly Met to Met/Exceeded.
CAASPP Math	2023-2024 Percentage of students who Met/Exceeded standards: Grade 3 - 54% Grade 4 - 46% Grade 5 - 37% Grade 6 - 21% Grade 7 - 9% Grade 8 - 12%	2024-2025 Students will demonstrate growth by moving one or two levels across the different achievement bands. 3-5% of students will move from Nearly Met to Met/Exceeded.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries

	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.		
1.2	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 Reading and Math, 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.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours Certificated Substitutes
1.3	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 and on strengthening and further developing the ELD Program to target LTELs and provide an enhanced experience for English Learners as they pursue their goal of being reclassified. Teachers will analyze curriculum based assessments in ELA, Math and ELD to progress monitor and to plan and coordinate tutoring for targeted EL students before and/or after school. This may include an EL Academy during intersession. The CABE Conference will be offered for Marshall staff to attend for those teachers providing ELD instruction to English Learners.	English Learners	1000 LCFF 4000-4999: Books And Supplies Supplemental materials 2500 LCFF 1000-1999: Certificated Personnel Salaries Certificated Substitutes for PD 1926 Title III 5800: Professional/Consulting Services And Operating Expenditures Conference expenses Professional Development 2000 Title III 1000-1999: Certificated Personnel Salaries Teachers: Extra Help
1.5	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 September and work through May 2025.	All Students English Learners	27729 Title I 1000-1999: Certificated Personnel Salaries

	Intervention programs will be purchased for teachers. This strategy will target those underperforming student groups which include English Learners and Students with Disabilities.	Students with Disabilities	Certificated Salary: ISP Teachers 2000 Title I 4000-4999: Books And Supplies Intervention Materials
1.6	MTSS Site Team meetings will be held to address the instructional needs of all students. The MTSS Team includes administration, school counselor, school psychologist, ORC, and grade level teachers.	All Students	2200 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes
1.7	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 K-2 and will work directly with students using the LLI curriculum targeting EL, Foster Youth, Homeless, Students with Disabilities, Hispanic, and African American students.	All Students English Learners Homeless Students with Disabilities Hispanic African American Foster Youth	District Funded 1000-1999: Certificated Personnel Salaries Teacher Salary
1.8	Marshall School will hire one full-time music teacher in order to provide music instruction on a rotation basis for grades K-5. For the K-5 music level, students will engage in introduction to music, music fundamentals, and music appreciation. It is the goal to expose Marshall students to a wide variety of musical genres on an international level, as well as develop an appreciation for classic pieces. This supports Goal 2.4 of the Oxnard Strategic Plan - building positive relationships with staff to advance students.	All Students	75,000 Prop 28 1000-1999: Certificated Personnel Salaries K-5 Music Teacher salary 31,839 Prop 28 3000-3999: Employee Benefits K-5 Music Teacher benefits 14,537 Prop 28 4000-4999: Books And Supplies Music books and instruments
1.10	Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-8. Student work samples will be displayed at the Oxnard School District "OSD Creates" as well as at Marshall's Spring Fling Culminating activity. This will showcase student work at the end of the school year.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help 2500 LCFF 4000-4999: Books And Supplies Materials for Visual and Performing Arts
1.11	Accelerated Reader, MyON, and Lexia/Power Up will be used to support student literacy across all grades. Lexia/Power Up and Read Naturally will be used for intervention and enrichment. ST Math will be used to help with math intervention. The Zearn supplemental math program will be used to support math concepts in grades K-6.	All Students	2500 Title I 4000-4999: Books And Supplies Lexia, MyON, AR, ST Math, Zearn Math Program, Read Naturally and Lexia instructional software
1.12	Teachers and Staff will have use of the Canon copier machines, laminator and Duplo copy	All Students	6500 LCFF

	machine for support in duplicating instructional materials as well as services to shred documents that reflect private information and are no longer needed.		5000-5999: Services And Other Operating Expenditures Maintenance Agreement (includes Shredder)
1.13	Expected outcomes will be calendared for each grade level at 1st trimester, 2nd trimester, and 3rd trimester. This will be done utilizing the Report Card guide and outcome pages. Teachers will align the standards and expected outcomes per Trimester during grade level collaboration and lesson planning.	All Students	No Additional Cost
1.14	Administration will conduct regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math. This will be done utilizing the Observation Feedback Cycle.	All Students	No Additional Cost
1.15	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. SSTs and 504 Plans will also be reviewed annually.	All Students	8,000 LCFF 1000-1999: Certificated Personnel Salaries Certificated Substitutes
1.17	Recognition of student progress toward meeting their goals in Accelerated Reader (AR), ST Math, and Lexia, as well as achievement and participation on the SBAC state assessment through the purchase of student incentives. Character Awards as well as Attendance will also be recognized. Awards Assemblies will be held per trimester for student recognition.	All Students	2961 LCFF 4000-4999: Books And Supplies Student Incentives
1.19	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries District Tech
1.20	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Music Teacher 5078 LCFF 4000-4999: Books And Supplies Music Materials
1.21	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).	All Students	1000 Title I 4000-4999: Books And Supplies Extra science supplies
1.22	Professional development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID and AVID Excel in grades 6-8. AVID Tutors will be provided to support implementation of AVID for students in grades 7th and 8th. This will include AVID college field trips and experiences	All Students	3016 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference expenses Professional development 1000

			Title I 4000-4999: Books And Supplies AVID Materials 5000 Title I 2000-2999: Classified Personnel Salaries AVID Tutors Hourly Pay 500 Title I 1000-1999: Certificated Personnel Salaries AVID Teacher Meetings Extra Hours 3000 Title I 5000-5999: Services And Other Operating Expenditures AVID Field Trip(s)
1.23	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.	All Students	2000 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
1.24	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.	All Students	30,000 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.25	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. This will include an After School Program music teacher who teach music to students to expand the Marshall Music Program.	All Students	ASES
1.26	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.	All Students	4000 LCFF 4000-4999: Books And Supplies Headphones for Elementary and Middle school students
1.27	Teachers will have the opportunity to take students on field trips for academic enrichment and building background knowledge.	All Students	11,000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Fees 11,000 LCFF

			5000-5999: Services And Other Operating Expenditures Transportation expenses
1.29	Opportunities for intervention beyond the regular school day will be offered to English Learner students. This will include an ELPAC Boot Camp and/or tutoring for English Learner students.	English Learners	2000 Title III 1000-1999: Certificated Personnel Salaries Certificated hourly rate for tutoring 1500 Title III 2000-2999: Classified Personnel Salaries Classified hourly rate for tutoring 1000 Title III 4000-4999: Books And Supplies ELPAC Boot Camp and tutoring materials
1.33	Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand.	All Students	5000 LCFF 4000-4999: Books And Supplies Sound Equipment/Technology for Focus Strand
1.37			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, most strategies proved to be effective in making growth and improving the academic performance for all students. The MTSS process, including student monitoring meetings, allowed for close monitoring of student performance, and teachers were well informed and kept effective systems of monitoring those student groups which needed additional support. Also, being able to hire an ISP made a difference this year with providing Tier II supports for those students struggling with specific skillsets and concepts. The continued support of the LIT teacher also made a difference in the Tier II supports provided to those students in grades K-2. Many students who worked with the LIT teacher showed academic gains according to Star Early Literacy and Star Reading. The growth was also seen on the LLI assessments. Also, providing students the opportunities for field trips expanded their background knowledge, and also their vocabulary development. It provided opportunities to enhance their writing, as well as building their oral language development.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Opportunities for tutoring for English Learners and LTELs was not able to be provided due to a lack of personnel. Additional personnel will be recruited to provide enrichment and tutoring for English Learners.

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.

Alignment with teacher collaboration, Leadership Team goal setting, and academic performance targets will be developed and monitored throughout the year. Additional grade level planning with TOSAs will be provided to strengthen lesson plans and first instructional practices. These changes are found in release time and the MTSS process in 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (ATSI indicator)	2023-2024 Suspension rate - 2.7%	2024-2025 The Suspension rate will decrease by 2%
Attendance Data	2023-2024 Chronic Absenteeism rate - 29.7%	2024-2025 Chronic Absenteeism rate will decrease by 3%
Panorama Survey	2023-2024 Grades 3-5: Emotion Regulation rate was 52% Sense of Belonging rate was 66% Growth Mindset rate was 62% Grades 6-8: Emotion Regulation rate was 51% Sense of Belonging rate was 51% Engagement rate was 37%	2024-2025 Grades 3-5 Emotion Regulation will increase to 57% Sense of Belonging rate will increase 71% Growth Mindset rate will increase 68% Grades 3-5 Emotion Regulation will increase to 56% Sense of Belonging will Increase to 56%

		Engagement will increase to 42%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	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
2.2	Healthy choices will be taught and reinforced with Red Ribbon Week. Incentives with healthy choice themes are given to students by our School Counselor and ORC.	All Students	1500 LCFF 4000-4999: Books And Supplies Materials and student incentives
2.3	The Outreach Specialist will provide students with attendance and/or tardy incentives that promote regular attendance to decrease the chronic absenteeism rate.	All Students	2000 LCFF 4000-4999: Books And Supplies Incentives
2.4	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.	All Students Homeless	No Additional Cost
2.5	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.	All Students	No Additional Cost
2.6	Students, staff and parents will participate in Panorama survey for data collection related to social-emotional health.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama program
2.7	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	All Students Homeless	4000 LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items 4250 LCFF

	students to build positive relationships and receive counseling-based lessons and services. This will target the Homeless student group identified for ATSI.		4000-4999: Books And Supplies Supplies
2.8	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.	All Students	1000 LCFF - Intervention 4000-4999: Books And Supplies Materials
2.9	K - 8th grade students will receive foundational social skills through Second Step.	All Students	District Funded 4000-4999: Books And Supplies Second Step program
2.10	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.	All Students	No additional cost
2.11	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. In order to mitigate the suspension rate for Homeless students, which identifeid them for ATSI, behavior of Homeless students will be monitored.	All Students Homeless	1000 LCFF 1000-1999: Certificated Personnel Salaries Staff Extra Hours
2.12	The site will promote a "Kindness Challenge" Week to promote kindness and address an anti bullying school culture on campus.	All Students	500 LCFF 4000-4999: Books And Supplies Materials
2.14	Trimester Award Assemblies for Student recognition for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held.	All Students	4500 LCFF 4000-4999: Books And Supplies Materials and supplies
2.15	The Marshall Pearlz Girl group will be established consisting of student mentoring with Marshall staff and community members to build self esteem, self confidence, pride, and a sense of belonging.	All Students	1500 LCFF 5000-5999: Services And Other Operating Expenditures Field trips 1000 LCFF 4000-4999: Books And Supplies Materials and supplies for Mentoring Program
2.16	Campus Assistants monitor students during recesses and before and after school. Monthly	All Students	District Funded

	campus supervisor meetings will be held to monitor and update campus safety needs.		2000-2999: Classified Personnel Salaries Campus Assistants 18,000 LCFF 2000-2999: Classified Personnel Salaries Extra hours
2.17	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. Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Extra staff hours 4000 LCFF 4000-4999: Books And Supplies Safety Materials 4500 LCFF 4000-4999: Books And Supplies Materials and supplies 2000 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.18	Strong relationships between students and Marshall staff will be fostered through advisory programs like Kindness Club, Students Leaders/ASB, Student Valets, and other clubs on campus to encourage positive relationships.	All Students	2000 LCFF 5000-5999: Services And Other Operating Expenditures Student Clubs and ASB training
2.20	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.	All Students	1500 LCFF 2000-2999: Classified Personnel Salaries Extra staff hours
2.22	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.	All Students	 District Funded 4000-4999: Books And Supplies CHAMPS prorgam

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation reflects that strategies used to decrease suspension rates and chronic absenteeism were successful. According to the 2023 CA Dashboard data, suspension rates decreased by 4.8%. The suspension rate is in the Green performance indicator. For Chronic Absenteeism, there was a decline of 2.3%. It is still in the Orange

performance range showing that there needs to be continued improvement, but there was some success is decreasing the high absenteeism. Home visits, 1:1 check-ins, and incentives were some of the strategies used to target chronic absenteeism.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was an intention to use budgeted incentives, and there was not the opportunity to award and recognize as many intended students for their positive and perfect attendance. Also, the Homeless student group was still in the Red performance area showing that there is a need to monitor and support this student group in order to decrease their suspension rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes that will be made are that students will be recognized on a frequent basis for their attendance and positive behavior. This will be done through Praise Notes and awards given during trimester awards assemblies. It is important to recognize students for this accomplishment in a timely manner. Attendance awards were not given this year, and this will be implemented for the upcoming 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance in parent meetings: SSC, ELAC, PTA, Coffee with Principal, Coffee with the Counselor/ORC.	2023-2024 Average attendance at SSC - 9 Average attendance at ELAC - 6 Average attendance at PTA - 12 Average attendance at Coffee with the Principal - 10 Average attendance at Coffee with the Counselor/ORC - 7	2024-2025 Attendance at each parent meeting will increase by 50%.
Parent attendance at Back to School Night.	2023-2024 Parent attendance - 633	2024-2025 Parent attendance will increase by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parents are given an overview of involvement opportunities at 1) Kindergarten Transition and Orientation, 2) Middle School Orientation and 3)	All Students	500 Title I

	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.		2000-2999: Classified Personnel Salaries Extra Pay
3.2	School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.	All Students	No additional cost
3.3	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.	English Learners	300 Title III 2000-2999: Classified Personnel Salaries Babysitting
3.4	Parents are invited to a Spring Reclassification Celebration to honor EL students in Grades 3-8 who met reclassification requirements during the school year.	English Learners	500 Title III 4000-4999: Books And Supplies Reclassification refreshments and supplies
3.5	Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Square, social media, and the school website.	All Students	250 LCFF 4000-4999: Books And Supplies Supplies
3.6	Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.	All Students	2500 Title III 2000-2999: Classified Personnel Salaries Translators
3.7	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.	All Students	500 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help 1500 Title I 2000-2999: Classified Personnel Salaries Classified Extra Help 2000 LCFF 4000-4999: Books And Supplies Promotion Supplies
3.9	Coffee with Principal gives parents the opportunity to hear more about the school program vision and goals in an informal setting. Informational workshops on such topics as Dangers of Social Media, Drug awareness, and Trafficking are also held.	All Students	1000 Title I 4000-4999: Books And Supplies Refreshments and supplies
3.10	Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.	All Students	No additional cost
3.11	Parent volunteers will be honored with a Spring "thank you event."	All Students	500 LCFF

			4000-4999: Books And Supplies Refreshments and supplies
3.13	The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.	All Students	No additional cost
3.15	PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.	All Students	No additional cost
3.16	The school administration and parents will jointly develop the school's Parent Compact and Parent Involvement Policy through SSC and ELAC.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Marshall continues to fall short on increasing attendance at parent workshops and events. Despite the use of multiple modes of communication, attendance has not increased at the targeted rate. Parent attendance will fluctuate depending on the topic of the workshop and the type of event. "Take-out Tuesdays" were successful as sponsored by PTA. Family Events such as the Family Dances were also successful and well attended.

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 many parent workshops and events was reallocated to other budget needs such as subs for student monitoring meetings, as well as Lesson Studies for the teachers. The intended budget expenditure was not always completed to the meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes that will occur to change the outcomes are to ensure that all parents are signed up on the Parent Square app in order to confirm that all families are receiving schools news and information in a timely manner. IT and the ORC will assist parents in downloading the app, and offering to make sure they are set up to receive Marshall's messages. Also, hard copies of events such as flyers will be sent home as another way to communicate to families.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$67,171
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$341,039.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$55,445.00
Title III	$11,726.00

Subtotal of additional federal funds included for this school: $67,171.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$147,492.00
LCFF - Intervention	$5,000.00
Prop 28	$121,376.00

Subtotal of state or local funds included for this school: $273,868.00

Total of federal, state, and/or local funds for this school: $341,039.00

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	55,445	0.00
Title III	11,726	0.00
LCFF	147,492	0.00
LCFF - Intervention	5,000	0.00
Prop 28	121,376.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	147,492.00
LCFF - Intervention	5,000.00
Prop 28	121,376.00
Title I	55,445.00
Title III	11,726.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	125,429.00
2000-2999: Classified Personnel Salaries	30,800.00
3000-3999: Employee Benefits	31,839.00
4000-4999: Books And Supplies	108,076.00
5000-5999: Services And Other Operating Expenditures	39,953.00
5800: Professional/Consulting Services And Operating Expenditures	4,942.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,500.00
2000-2999: Classified Personnel Salaries	LCFF	19,500.00
4000-4999: Books And Supplies	LCFF	77,539.00
5000-5999: Services And Other Operating Expenditures	LCFF	36,953.00
4000-4999: Books And Supplies	LCFF - Intervention	5,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	75,000.00
3000-3999: Employee Benefits	Prop 28	31,839.00
4000-4999: Books And Supplies	Prop 28	14,537.00
1000-1999: Certificated Personnel Salaries	Title I	32,929.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00
4000-4999: Books And Supplies	Title I	9,500.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,016.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
2000-2999: Classified Personnel Salaries	Title III	4,300.00
4000-4999: Books And Supplies	Title III	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,926.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,286.00
Goal 2	59,203.00
Goal 3	9,550.00

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
Rachel Saldana	Parent or Community Member
Jeannete Cortez	Parent or Community Member
Lucy Castillo	Parent or Community Member
Brenda Pacheco Perez	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
	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, 2024.

Attested:

	Principal, Chantal Anderson Witherspoon on May 22, 2024
	SSC Chairperson, Jeanette Cortez on May 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	May 29, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Christa McAuliffe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan is a strategic plan, developed to maximize the available resources to McAuliffe Elementary School.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Christa McAuliffe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  The School Plan is a strategic plan, developed to maximize the available resources to McAuliffe Elementary School.

At Christa McAuliffe Elementary School, "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 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 23-24, McAuliffe students demonstrated tremendous growth and we will continue to raise the bar for the 24-25 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 best, first instructional 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, effective use of 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, teachers will focus on the following for the 24-25 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 or biweekly 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. The staff will continue to implement daily greetings at the door and Community Circles. The Counselor and Outreach Specialist will provide consistent SEL support through class presentations, assemblies, parent nights, and small groups or individual supports. Additionally, the staff will continue to conduct Second Step SEL lessons.

Through the 3rd goal in SPSA, families will be supported in their involvement in 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.

This year, we are renewing our three goals with strategic plans to achieve them.
Goal 1: 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 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have created a plan to increase student achievement through best first instruction practices, an analysis of student data, and targeted interventions.

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). 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 2: SOCIO-EMOTIONAL
5. Our school guidelines follow the acronym S.T.A.R. These represent: Strive to be present every day, Treat others with kindness, Act responsibly, and 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" tickets. Every Friday, students whose tickets are selected "cash them in" for prizes. The expectations are shared in the morning announcements, assemblies, and in the classroom. Parents/Guardians are informed through classroom and the school family bulletin.

To promote positivity and acceptance throughout the school, we make it known that "It's Always a Great Day to be a Challenger." Coupled with daily Community Circles in the classroom, we promote building relationships and connections with each other on 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 Library/Media Tech has curated a list of books that will promote cultural responsiveness and diversity.

Goal 3: PARENT ENGAGEMENT
6. A key part of the academic, social, and emotional support to students is parent participation. The partnership with the Parent Teacher Association (PTA) provides an avenue for parents and guardians to participate through volunteering, fundraising, and creating events that bring staff, students and families together. The English Learner Advisory Committee (ELAC) and School Site Council (SSC) are formal groups that meet regularly to provide input in developing and implementing the school plan. The role of the parent/guardian is vital to the mission and vision we have for our students in meeting the goals.

7. Parents are invited to participate in our councils, meetings, associations or chats about supports the school offers to the children.

8. Communication on how to support the family/school partnership will be shared through newsletters, emails, social media posts, and website by the school staff and administration.

Educational Partner Involvement

How, when, and with whom did Christa McAuliffe Elementary 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 the 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 representatives.

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.

This section is required for all schools eligible for ATSI and CSI.

In 23-24, there were challenges related to additional supports. The Intervention Support Provider (ISP) was not hired until late November 2023. In addition, the Literacy Intervention Teacher's return to work this school year was delayed (a continuation of the leave from the previous school year). Due to difficulty in staffing a part time aide, the additional paraeducator was not hired.

To support the increased demand in the number of days for IEP meetings in a school with high number of students receiving Special Education services, the expenditure for substitutes increased significantly.

To mitigate the challenges faced in 23-24, the administration will be more proactive in ensuring additional personnel are in place early in the school year and the leadership team has taken into account the increased budget for floater substitutes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following state indicators showed McAuliffe's overall performance for the 2023 to be in the "Orange" performance category:
Suspension rate - the school's suspension rate increased by 1.2%.To improve suspension rate, the PBIS has worked hard to identify locations on campus that show where incidents are commonly occuring and to create structures to address expectations in and around these areas. The PBIS team is reinforcing the teaching of the STAR expectations to all students in class and in grade level assemblies. The administrative staff, the school counselor, outreach specialist, and MTSS team will continue to collaborate in addressing the social-emotional/behavioral components with all the learning partners through Tier 1-3 strategies and with the Pupil Services Department to implement alternative to suspension strategies.

English Learner Progress: 40.8% of English learners (ELs) are making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessment for California (ELPAC). This is a decline of 3.3% from the previous year. Implementation of Goal 1, Strategy 3 will be closely monitored to address the continued need to support and improve the English language proficiency of English learners. With about 1/4 of our student population being English learners, it is important for our grade level and the leadership teams to closely monitor the implementation of designated and integrated English Language Development in the classrooms. The school will also continue to increase the family involvement and engagement among parents/guardians of English learners through ELAC to support the achievement of ELs in all grade levels (Goal 3, Strategy 3).

English Language Arts (ELA): The data shows we are 38.1 points below in meeting grade-level standards on the ELA assessment, a decline of seven points from the previous year. Goal 1, Strategy 1 will address implementation of core ELA curriculum. It is crucial that the grade level teams plan, create, and monitor progress on the scope and sequence of ELA standards to be taught for each trimester. Considering that a large portion of the Smarter Balanced Assessment relies heavily on students being able to write short answers and multi-paragraph compositions, Goal 1, Strategy 2 will support the improvement process for writing across all grade levels. Goal 1, Strategy 7 will address the continued need for professional development and curriculum planning. If our school is to improve student achievement in ELA, or any content area for that matter, our students need to be engaged meaningfully in their learning and one way to make this happen is to continue to support the professional growth of our teachers and paraeducators. Goal 1, strategy 8 is dedicated to multi-tiered system of supports (MTSS). Implementing Tier 1-3 layers of supports are key to the improvement process. Measuring student progress through various assessment tools is at the center of Goal 1, Strategy 10. Gathering and analyzing student data are the cornerstone for designing and carrying out possible next steps for all educational partners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Although our school is proud to have reduced chronic absenteeism (a decline of 9.2% with 35.6% of all students being chronically absent) this past year as shown with "Yellow" performance category, there are several subgroups (English learners, Homeless, Students with Disabilities, and White) that are still in the "Red." The multiple strategies in Goal 2 are ways to reduce chronic absenteeism. For instance, Goal 2, Strategy 3 has layers of support to improve student attendance. Goal 2, Strategy 2 utilizes the school counselor to support the social-emotional/behavioral needs of our students which can heavily impact absenteeism. When students feel safe and secure and when they have many opportunities to actively engage in various activities both inside and outside the classrooms (Goal 2, Strategy 4 & 5) they will not want to miss school. Chronic absenteeism for students receiving special educational services will also be addressed during Individualized Educational Plan (IEP) meetings (Goal 1, Strategy 9).

English Language Arts (ELA): The following subgroups - English learners, Hispanic, Socio-economically disadvantaged (SED), and students with Disabilities are in the "Orange" performance category. With these many subgroups performing two performance levels below, the need to improve Tier 1 practices both in the academics and social-emotional/behavioral components remains a priority, especially for these subgroups. The work of our outreach specialist (Goal 3, strategies 1-4) is critical in helping our SED students that make up over 80% of our population to attain

proficiency in content areas such as ELA. Our outreach specialist (ORC) supports family and community alliances for student success. The ORC connects families and students with resources (e.g. food, housing referral, eye glasses, etc.) that affect how students perform in school and supports effective communication between home and school.

Suspension Rate: The following subgroups - Homeless, Socio-economically disadvantaged (SED), and Students with Disabilities, and White are in the "Orange" performance category. The work of the PBIS team (Goal 2, Strategy 1) and the counseling and behavior specialist team (school counselor, counseling psychologist, behavior specialist, and paraeducator) in Goal 2, Strategy 1 is critical in reducing suspension rate especially for the subgroups mentioned. The Tier 2 team has to be proactive in creating or reviewing Positive Behavior Intervention Plan (PBIP) to support students with behavior concerns when they are brought up during the SST process.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

End-of-the-Year 23-24 STAR Data

Early Literacy:
23-24 Percentage of Students At/Above District Benchmark
Kindergarten - 44.1%*
1st Grade - 37.3%**

Reading:
23-24 Percentage of Students At/Above District Benchmark
*Kindergarten - 100%
1st Grade - 71.4%**
23-24 Percentage of Students At/Above State Benchmark
2nd Grade - 50%
3rd Grade - 28.1%
4th Grade - 31.5%
5th Grade - 35.4%
* There were six students who are ready to take the Reading STAR test and all of them score at or aboe proficiency in this test.
**It is interesting to note that overall 1st grade students performed better in the STAR Reading than in the Early Literacy test.

Math:
23-24 Percentage of Students At/Above District Benchmark
1st Grade - 78.6%
2nd Grade - 59.1%
23-24 Percentage of Students At/Above State Benchmark
3rd Grade - 35.2%
4th Grade - 36.7%
5th Grade - 21.5%

Other: Kindergarten Site-based Assessment:

- Count to 100: 81%
- Read numbers to 20: 92%
- Write numbers to 20: 86%
- Add & Sub Fluently to 5: 60%
- Add with pictures/manipulatives to 10: 94%

The school Benchmark data above support the continued need for improving Tier 1 practices and supporting students through Multi-tiered Systems of Support (MTSS). Each team will continue to monitor scope and sequence of essential standards for each grade level in each trimester. The team will collaborate on creating and analyzing assessments (e.g., formative assessments) other than Star that provide other measures of student achievement in various content standards. The team also realized that it is prudent to adjust the expected outcomes for the coming year by taking into account how much growth is realistic in achieving at least 85% proficiency in five years. Tracking the growth of the cohort is important in analyzing if students are making improvements.

Various strategies in Goal 1 will address ways to positively impact student academic achievement. Implementing the board adopted curriculum and supplemental curriculum aligned to the state standards are important. Increasing teacher capacity to use effective instructional practices remains to be a priority in professional development. We have to continue to tap the expertise of district TOSAs for professional development. Equally important is making time to recognize the students (class and school assemblies) so they know their efforts are making a difference in their achievement. Although Goal 1 is very specific to academic achievement, the strategies for goals 2 and 3 on social-emotional/behavioral aspects and family engagement, respectively, will contribute as well in increasing proficiency in grade level content standards.

Panorama Survey - Data from Panorama Survey show students' reported strengths in various social-emotional learning topics.
Spring 2024
Growth Mindset- 57% Good/Fair
Self-Management- 68% Good/Fair
Social Awareness- 66% Good/Fair
Emotional Regulation- 45% Good/Fair
Teacher Student Relationships- 79% Good/Fair
Sense of Belonging- 63% Good/Fair

Spring 2023
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

The survey showed students' perception of their social emotional skills when compared to others nationally were good/fair (green) in all topics except for the self-management which is at orange. When compared to OSD, self management is higher by 4 points overall. Teacher-student relationships continued to be the highest area in the survey. Previous year comparison showed student perception for these SEL topics remained the same with a little increase in their perception for emotional regulation, teacher-student relationship, and sense of belonging. The work of the school counselor, ORC, counseling psychologist, teachers, & paraeducators in supporting many students who are needing SEL support is making a difference. In addition, creating safe spaces (e.g., calm down corners in the classroom, Wellness Center) for students where they can decompress or relax has helped tremendously. Various strategies in Goal 2 will address the conitnued need to support the student with social emotional learning components. The work of the PBIS (strategy 1) is pivotal in defining and creating structures for routines and expectations for staff and students to follow.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Christa McAuliffe Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.2%	0.40%	1	1	2
African American	3.00%	2.76%	3.40%	16	14	17
Asian	0.75%	1.38%	1.20%	4	7	6
Filipino	2.62%	2.56%	2.60%	14	13	13
Hispanic/Latino	79.21%	79.53%	78.80%	423	404	394
Pacific Islander	0.56%	0.2%	0.20%	3	1	1
White	9.55%	9.25%	9.60%	51	47	48
Multiple/No Response	4.12%	4.13%	3.80%	22	21	19
			Total Enrollment	534	508	500

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	106	66
Grade 1	79	51	75
Grade 2	101	75	49
Grade3	97	99	89
Grade 4	93	93	101
Grade 5	89	84	91
Total Enrollment	534	508	500

Conclusions based on this data:

McAuliffe enrollment is declining and mirroring the declining enrollment within OSD. The decline this year is not as significant as the prior year. The Hispanic/Latino population remains the largest subgroup in McAuliffe with over 78% enrollment followed by the White subgroup with almost 10% enrollment. McAuliffe continues to have the 2nd highest African American population in OSD. Both the the White and African American groups have increased enrollment in 23-24.

The lower enrollment number for grade 2 affects staffing for the next school year as the cohort of students moves up to the next grade level. All other levels are maintaining 3 classes per grade. Administration will continue to work with the Enrollment Center to increase the number for this cohort and minimize fluctuation in the number of teaching staff.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	135	114	126	22.60%	25.3%	25.2%
Fluent English Proficient (FEP)	32	21	20	8.10%	6.0%	4.0%
Reclassified Fluent English Proficient (RFEP)				21.6%		

Conclusions based on this data:

The percentage of English learners enrolled at McAuliffe remains around 25% of the student population. The school continues to have 10 or more students being reclassified every year. With about 1/3 of EL students having an IEP, the administrative and Special Ed teams have to be proactive in reviewing student data prior to the February deadline for Reclassification. The goal is to continue to reclassify at least 10% of English learners.

McAuliffe will continue with Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day. The school will plan on offering after school ELPAC test preparation for EL students prior to the March group testing period. We also plan to utilize floater substitutes to further support small group instruction for English learners.

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	73	23	32%	6	8%	13	18%	31	42%	Level 3	791
Grade 1	71	10	14%	9	13%	26	37%	26	37%	Level 3	873
Grade 2	5	5	100%	0	0%	0	0%	0	0%	Level 1	792

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 we continue to have a large amount of students at the Urgent Intervention and Intervention level.

Kinder, 1st, and 2nd grade teachers worked very closely to monitor the progress of their students. This year, the team spent a great deal of time to structuring lesson plans with students engaging meaningfully with the content and with their peers. McAuliffe staff has continued the practice of adding extra Star test windows above the 4 required by OSD to monitor student progress with content standards. At the conclusion of each cycle, PLC's have committed to analyzing the data and planning next steps for intervention or enrichment.

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 and other classroom assessments.

The PLC conversations are very important as it leads 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	46	14	30%	10	22%	12	26%	10	22%	Level 2	926
Grade 3	90	31	34%	34	38%	14	16%	11	12%	Level 2	959
Grade 4	91	44	48%	19	21%	11	12%	17	19%	Level 2	986
Grade 5	87	31	36%	26	30%	21	24%	9	10%	Level 2	1016

Conclusions based on this data:

When comparing Star Reading data from 22-23 to 23-24 the following results are observed:

- There is a significant increase in the percent of grade 2 students attaining level 3 or 4 in reading. The commitment to provide small group instruction during the school day to support the specific needs of students is making a difference. This could also be attributed to the cohort having a full year of in person learning experience in Grade 1.
- There is also in an increase in the percent of grade 4 students attaining level 3 or 4. Proficiency for this grade level increased from 27% to 31%. This increase could be attributed to the fact that this cohort, when they were in 3rd grade, also has a proficiency higher than 30%. The 5th grade PLC needs to build on the increasing trend for this cohort so that the knowledge and skills gained over the years will continue to increase and carry over well into the middle school.
- While there is a decrease in percent proficiency for grade 5 (a combined 35% compared to 47% from the previous 5th grade group), it is important to note that when these students were in 4th grade, their proficiency was at 27%. If you follow the trajectory of the same cohort (comparing their proficiency when they were in 4th grade), then this group has increased their proficiency by more than 5 points.

McAuliffe teachers and staff have to continue to use multiple data points to monitor the progress of the students. Teachers reported that some students who may be in the yellow or red category on Star are achieving grade level standards using other measures (e.g., teacher created assessment). As a team we have to renew our commitment to the Cycle of Inquiry, using 6-8 week cycle in monitoring students' achievement. At the conclusion of each cycle, PLCs have systematically create a plan for supporting students who are not meeting the grade level expectations and for maintaining and enriching the experience for students who are already at/above proficiency.

Furthermore, we have to recognize the continued need to improve Tier 1 instructional practices to increase proficiency levels in ELA overall. The commitment is for small group instruction with a focus on the knowledge and skills that are affecting the attainment of grade level standards. The Literacy teacher and ISP will work with PLCs to identify Tier 2 and Tier 3 students who will need small group instruction.

Increased collaboration with district resources (e.g., TOSA) and PLC conversations focused on standards, assessments, intervention and enrichment will lead to effective standards-based instruction, best first instruction practices, and strong lesson design to meet the 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	71	8	11%	16	23%	32	45%	15	21%	Level 3	875
Grade 2	45	15	33%	10	22%	13	29%	7	16%	Level 2	917
Grade 3	92	33	36%	26	28%	24	26%	9	10%	Level 2	957
Grade 4	94	36	38%	25	27%	25	27%	8	9%	Level 2	995
Grade 5	85	45	53%	23	27%	3	4%	14	16%	Level 1	1019

Conclusions based on this data:

When comparing Star Math data from 22-23 to 23-24, the following results are observed:

- There is a significant increase in the percent of students achieving level 3 or 4 in 1st grade by at least 14 points. This could be attributed to the 1st grade team embracing the practices of Building Thinking Classrooms, Counting Collections, and the use of the supplemental curriculum, Engage New York.
- There is an increase of 9 percentage points for students achieving at level 3 or level 4 in 4th grade. Looking closely at this cohort, this group showed 35% proficiency when they were in 3rd grade. And when the cohort moved to 4th grad, they maintained the same proficiency level. It is good to see that students are maintaining their proficiency with the increasing complexity in grade level content standards.
- There is a slight decrease in the proficiency level for grade 2 by 2 points and a significant decrease for grade 5.

The need to move the achievement levels for students in level 1 and 2 is of high importance. With more than 50% of grades 2-5 students performing below proficiency in local assessment, the need to examine and implement effective Tier 1 practices should still be a priority. Teaching staff will continue to collaborate on designing structured lesson plans, providing more opportunities for students to actively engage in the lesson, creating formative assessments to gauge students' understanding of the content/skill taught, and analyzing student data to figure out the next steps.

The staff is also committed to providing small group instruction as part of Tier 1 practices. The small group instruction will target the skills that students need to accelerate their learning. The teams will also work with the Math TOSAs to expand their capacity to provide differentiated instructions for level 1 and 2 students. Opportunities for after school math tutoring will have to be expanded to cater to the growing number of students who need additional support. Tapping the ISP to support Tier 2 or Tier 3 students in math for grades 3-5 will also help support many students who have gaps in their grade level skills.

Continuing to increase the capacity of each team to do the work of a professional learning community will lead to effective standards-based instruction, best first instructional 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		95	96		91	95		91	95		95.8	99.0
Grade 4		90	88		88	87		88	87		97.8	98.9
Grade 5		81	81		78	80		78	80		96.3	98.8
All Grades		266	265		257	262		257	262		96.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2387.		13.19	10.53		9.89	22.11		30.77	29.47		46.15	37.89
Grade 4		2461.	2410.		19.32	10.34		25.00	10.34		26.14	21.84		29.55	57.47
Grade 5		2473.	2490.		15.38	21.25		24.36	25.00		23.08	20.00		37.18	33.75
All Grades	N/A	N/A	N/A		15.95	13.74		19.46	19.08		26.85	24.05		37.74	43.13

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.37		56.04	64.21		35.16	28.42
Grade 4		19.32	5.75		60.23	65.52		20.45	28.74
Grade 5		8.97	17.50		60.26	61.25		30.77	21.25
All Grades		12.45	9.92		58.75	63.74		28.79	26.34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.26		42.86	58.95		47.25	35.79
Grade 4		14.77	4.60		57.95	50.57		27.27	44.83
Grade 5		10.26	18.75		71.79	53.75		17.95	27.50
All Grades		11.67	9.16		56.81	54.58		31.52	36.26

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.16		69.23	75.79		24.18	21.05
Grade 4		5.68	8.05		76.14	68.97		18.18	22.99
Grade 5		5.13	16.25		75.64	70.00		19.23	13.75
All Grades		5.84	8.78		73.54	71.76		20.62	19.47

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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	13.68		62.64	62.11		29.67	24.21
Grade 4		15.91	6.90		68.18	71.26		15.91	21.84
Grade 5		15.38	12.50		56.41	61.25		28.21	26.25
All Grades		12.84	11.07		62.65	64.89		24.51	24.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The percentage of students scoring at the Met/Exceeded achievement levels increased slightly for grade 4 and there was an almost 10 point decrease in the percentage of students who are not meeting the standard. The achievement level for grade 3 stayed very similar to the previous year.

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 decrease in the percentage of students not meeting the standards for grades 3 & 4 may also be attributed to the increased focus of targeted intervention through the Literacy Intervention Teacher for these grade levels in the first two trimesters.

The staff will:
1. Develop and implement the scope and sequence of ELA content standards in the grade level curriculum.
2. Conduct backwards mapping based on the assessment calendar and report card outcomes.
3. Monitor student progress regularly between benchmarking periods.
4. Develop Common Formative Assessments (CFA) for grade levels and examine results to inform next steps for instruction, intervention, or enrichment.
5. Compare results from CFA data and other measures to local assessments (Star tests) to have a full picture of how students are performing on various standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		95	96		91	95		91	95		95.8	99.0
Grade 4		90	88		88	87		88	87		97.8	98.9
Grade 5		81	81		78	80		78	80		96.3	98.8
All Grades		266	265		257	262		257	262		96.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2403.		6.59	14.74		18.68	22.11		19.78	21.05		54.95	42.11
Grade 4		2444.	2431.		11.36	9.20		22.73	17.24		31.82	27.59		34.09	45.98
Grade 5		2445.	2469.		5.13	10.00		6.41	17.50		30.77	33.75		57.69	38.75
All Grades	N/A	N/A	N/A		7.78	11.45		16.34	19.08		27.24	27.10		48.64	42.37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.95		36.26	44.21		52.75	36.84
Grade 4		14.77	10.34		48.86	44.83		36.36	44.83
Grade 5		5.13	10.00		41.03	41.25		53.85	48.75
All Grades		10.51	13.36		42.02	43.51		47.47	43.13

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.74		43.96	50.53		49.45	34.74
Grade 4		15.91	11.49		46.59	42.53		37.50	45.98
Grade 5		3.85	8.75		51.28	57.50		44.87	33.75
All Grades		8.95	11.83		47.08	50.00		43.97	38.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.63		53.85	56.84		34.07	30.53
Grade 4		14.77	8.05		56.82	45.98		28.41	45.98
Grade 5		6.41	6.25		55.13	62.50		38.46	31.25
All Grades		11.28	9.16		55.25	54.96		33.46	35.88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The percentage of students scoring at the Met/Exceeded achievement levels were maintained in grades 3 & 4 with a considerable decrease in the percentage of students not meeting the standard. Teachers believe that the use of the Engage NY curriculum and Zearn app to supplement the adopted curriculum may have a positive impact on student achievement. This year teachers in grades 3 & 4 showed stronger commitment in using ENY to supplement the adopted curriculum. Lowering the percentages of students scoring at level 1 can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

There is a considerable increase in the percentage of 5th grade students not meeting grade level math standards. This result will require the team to look closely at the contributing factors for the data and the need to re-examine the work of their PLC.

The staff will:
1. Develop and implement the scope and sequence of math content standards in the grade level curriculum.

2. Conduct backwards mapping based on assessment calendar and report card outcomes.
3. Monitor student progress regularly between benchmarking periods .
4. Develop Common Formative Assessments (CFA) for grade levels and examine results to inform next steps for instruction, intervention, or enrichment.
5. Compare results from CFA data and other measures to local assessments (Star tests to have a full picture of how students are performing on various standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1417.0	1376.5		1422.5	1351.2		1404.2	21	0	17
1	1374.7	1471.3	*	1385.5	1472.8	*	1363.6	1469.0	*	19	13	8
2	1414.6	1486.2	1494.9	1425.0	1496.7	1485.0	1403.6	1475.3	1504.5	17	25	15
3	1449.0	1480.9	1484.7	1453.4	1483.6	1490.5	1444.1	1477.9	1478.2	21	19	21
4	1510.4	1506.2	1523.0	1512.2	1502.5	1520.6	1508.0	1509.3	1525.0	22	13	17
5	1512.3	1534.0	1536.3	1510.4	1528.5	1546.3	1513.9	1539.0	1525.5	27	20	12
All Grades										127	90	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	33.33		47.06	33.33		35.29	23.81		11.76	21		17
1	0.00	15.38	*	47.37	61.54	*	15.79	23.08	*	36.84	0.00	*	19	13	*
2	11.76	21.05	13.33	35.29	47.37	66.67	23.53	26.32	20.00	29.41	5.26	0.00	17	19	15
3	19.05	10.53	9.52	23.81	36.84	38.10	38.10	36.84	33.33	19.05	15.79	19.05	21	19	21
4	13.64	0.00	23.53	54.55	61.54	52.94	22.73	30.77	17.65	9.09	7.69	5.88	22	13	17
5	14.81	30.00	25.00	37.04	35.00	41.67	37.04	30.00	25.00	11.11	5.00	8.33	27	20	12
All Grades	11.81	16.67	13.33	38.58	46.43	48.89	29.13	29.76	24.44	20.47	7.14	13.33	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		11.76	33.33		47.06	19.05		29.41	28.57		11.76	21		17
1	26.32	23.08	*	26.32	61.54	*	21.05	15.38	*	26.32	0.00	*	19	13	*
2	23.53	36.84	13.33	29.41	47.37	40.00	23.53	15.79	46.67	23.53	0.00	0.00	17	19	15
3	23.81	21.05	23.81	28.57	47.37	47.62	23.81	21.05	19.05	23.81	10.53	9.52	21	19	21
4	45.45	15.38	52.94	36.36	76.92	47.06	13.64	7.69	0.00	4.55	0.00	0.00	22	13	17
5	37.04	40.00	41.67	40.74	50.00	50.00	7.41	10.00	8.33	14.81	0.00	0.00	27	20	12
All Grades	29.92	28.57	25.56	33.07	54.76	45.56	17.32	14.29	22.22	19.69	2.38	6.67	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.88	19.05		17.65	47.62		47.06	28.57		29.41	21		17
1	0.00	23.08	*	21.05	30.77	*	42.11	30.77	*	36.84	15.38	*	19	13	*
2	0.00	0.00	20.00	35.29	57.89	46.67	29.41	26.32	26.67	35.29	15.79	6.67	17	19	15
3	4.76	5.26	0.00	19.05	21.05	23.81	47.62	36.84	47.62	28.57	36.84	28.57	21	19	21
4	9.09	0.00	17.65	18.18	46.15	23.53	54.55	30.77	41.18	18.18	23.08	17.65	22	13	17
5	3.70	10.00	8.33	11.11	35.00	25.00	66.67	50.00	50.00	18.52	5.00	16.67	27	20	12
All Grades	3.94	7.14	8.89	19.69	38.10	28.89	49.61	35.71	38.89	26.77	19.05	23.33	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		23.53	61.90		58.82	28.57		17.65	21		17
1	47.37	30.77	*	26.32	69.23	*	26.32	0.00	*	19	13	*
2	29.41	36.84	6.67	47.06	63.16	93.33	23.53	0.00	0.00	17	19	15
3	23.81	26.32	33.33	52.38	57.89	47.62	23.81	15.79	19.05	21	19	21
4	45.45	30.77	5.88	50.00	69.23	88.24	4.55	0.00	5.88	22	13	17
5	33.33	10.00	25.00	48.15	80.00	66.67	18.52	10.00	8.33	27	20	12
All Grades	31.50	26.19	18.89	48.03	67.86	70.00	20.47	5.95	11.11	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		17.65	42.86		64.71	33.33		17.65	21		17
1	10.53	23.08	*	47.37	76.92	*	42.11	0.00	*	19	13	*
2	23.53	36.84	26.67	47.06	52.63	73.33	29.41	10.53	0.00	17	19	15
3	42.11	44.44	33.33	31.58	44.44	61.90	26.32	11.11	4.76	19	18	21
4	52.38	16.67	58.82	38.10	83.33	41.18	9.52	0.00	0.00	21	12	17
5	60.00	75.00	83.33	30.00	25.00	8.33	10.00	0.00	8.33	20	20	12
All Grades	35.90	42.68	38.89	39.32	52.44	52.22	24.79	4.88	8.89	117	82	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		11.76	61.90		82.35	28.57		5.88	21		17
1	5.26	38.46	*	57.89	38.46	*	36.84	23.08	*	19	13	*
2	23.53	10.53	26.67	47.06	73.68	66.67	29.41	15.79	6.67	17	19	15
3	9.52	5.26	0.00	52.38	47.37	47.62	38.10	47.37	52.38	21	19	21
4	4.55	0.00	11.76	63.64	76.92	70.59	31.82	23.08	17.65	22	13	17
5	7.41	15.00	0.00	59.26	55.00	66.67	33.33	30.00	33.33	27	20	12
All Grades	9.45	13.10	11.11	57.48	58.33	62.22	33.07	28.57	26.67	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		29.41	38.10		41.18	28.57		29.41	21		17
1	0.00	7.69	*	47.37	92.31	*	52.63	0.00	*	19	13	*
2	0.00	15.79	26.67	64.71	63.16	66.67	35.29	21.05	6.67	17	19	15
3	9.52	5.26	4.76	66.67	73.68	80.95	23.81	21.05	14.29	21	19	21
4	13.64	0.00	23.53	72.73	92.31	64.71	13.64	7.69	11.76	22	13	17
5	3.70	25.00	8.33	74.07	70.00	75.00	22.22	5.00	16.67	27	20	12
All Grades	10.24	11.90	17.78	61.42	76.19	64.44	28.35	11.90	17.78	127	84	90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The data shows that 3rd grade almost doubled the amount of students scoring at level 3 or level 4 on ELPAC and the school is continuing to have more students being recommended for reclassification. EL students are, however, still continuing to perform at level 2 or level 1 in large numbers.

The following steps will be undertaken:

- Continue the implementation of designated and integrated ELD.
- The master schedule will reflect the Designated ELD period. Students should not be missing out on other instruction when they are in designated ELD.
- Continued professional development in ELD standards.
- Start the ELPAC Boot camp or test prep earlier in the year.
- More students have to be recruited to attend the test prep. This year we had fewer numbers of students who took advantage of the ELPAC Test prep and those who attended were mostly 3rd grade students.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
508	**83.7**	**22.4**	**0.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	114	22.4
Foster Youth	1	0.2
Homeless	30	5.9
Socioeconomically Disadvantaged	425	83.7
Students with Disabilities	89	17.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.8
American Indian	1	0.2
Asian	7	1.4
Filipino	13	2.6
Hispanic	404	79.5
Two or More Races	21	4.1
Pacific Islander	1	0.2
White	47	9.3

Conclusions based on this data:

The student population data indicates Socioeconomically Disadvantaged, English Learners, Students with Disabilities, 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 continue to strengthen both Designated and Integrated English Language Development (ELD) for English Learners (ELs). The staff has to analyze formative and summative student achievement data for all students with specific attention to ELs, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities student groups. Progress monitoring should identify underperforming students, and next steps fwill be developed for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. 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 is continually improving student attendance.

For continued improvement, instruction of English Language Development (ELD) standards and use of High Leverage Pedagocial Practices (HLPP) for ELs will be reviewed to address the needs of EL students. The site will collaborate with Educational Services and other educational partners to support professional development for teachers and administration in the implementation of designated and integrated ELD.

Although chronic absenteeism has improved, the school plans on continuing to increase our efforts in communicating the importance of student attendance in student achievement through multiple platforms (e.g., ELAC, SSC, Back to School Nights, Principal Chats, School Announcements, etc.). Positive reinforcements will also be utilized to motivate students (e.g., Attendance Club with ORC). The School Attendance Review Team will meet regulalry to idenify and help families eliminate the barriers for absenteeism.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
38.1 points below standard	54.6 points below standard	0 Students
Decreased -7 points	Decreased Significantly -18.9 points	
260 Students	65 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
88.1 points below standard	Orange	Orange
Increased +4.5 points	49.4 points below standard	80.9 points below standard
15 Students	Decreased -11.1 points	Increased +11.8 points
	217 Students	49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 43.7 points below standard Decreased -6 points 209 Students	45.9 points below standard 12 Students	Less than 11 Students 1 Student	9.7 points above standard Increased +6.3 points 23 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.2 points below standard Decreased -9.6 points 52 Students	43.6 points above standard Increased +8.8 points 13 Students	34.7 points below standard Decreased -4.9 points 186 Students

Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, Students with Disabilities, and English Learners are reflecting a low dashboard rate, the Homeless subgroup has the most below standard at 88.1 points below standard. On the bright side, last year the subgroup of Students with Disabilities had the most below level at 90.1 and has improved considerably, increasing proficiency by 11.8 points.

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. Classroom teachers will collaborate with case managers to closely monitor student progress and ensure students are achieving their IEP goals and narrowing the achievement gaps.

- For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities, 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. The ORC will continue to support the students to ensure their basic needs are met.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
45.2 points below standard	54.7 points below standard	0 Students
Increased +11.8 points	Increased +8.5 points	
259 Students	64 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
75.1 points below standard	Yellow	Yellow
Increased Significantly +25.5 points	52.7 points below standard	91.5 points below standard
15 Students	Increased +10.8 points	Increased Significantly +19.3 points
	216 Students	48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 50.8 points below standard Increased +12 points 208 Students	39.9 points below standard 12 Students	Less than 11 Students 1 Student	8 points below standard Increased Significantly +28.6 points 23 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75 points below standard Increased +8.5 points 51 Students	25 points above standard Increased Significantly +46 points 13 Students	42.4 points below standard Increased +13.3 points 186 Students

Conclusions based on this data:

While Hispanic, Socio-economically disadvantaged, Homeless, and English Learner subgroups are reflecting a low dashboard rate, Students with Disabilities remains the student group most below standard at 91.5 points below standard.

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. Tier 1 targeted in-class intervention is still needed to increase student achievement overall. As a staff we have to 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
40.8% making progress towards English language proficiency
Number of EL Students: 71 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.

2023 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	19	0	28

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
35.6% Chronically Absent	29.3% Chronically Absent	1 Student
Declined Significantly -9.2	Declined -7.8	
533 Students	123 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
53.7% Chronically Absent	37.8% Chronically Absent	46% Chronically Absent
Declined -8.8	Declined Significantly -9.3	Declined -10.2
41 Students	447 Students	113 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
26.7% Chronically Absent Declined -15.4 15 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	15.4% Chronically Absent Declined -24.6 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 38.2% Chronically Absent Declined Significantly -8.2 424 Students	19% Chronically Absent Declined -28.8 21 Students	Less than 11 Students 1 Student	Orange 29.4% Chronically Absent Declined -3.9 51 Students

Conclusions based on this data:

Althought chronic absenteeism has improved, all student subgroups continue to have a very high rate of Chronic Absenteeism.

Specific strategies to lower chronic absenteeism:
1. Identify students with chronic absenteeism from the year prior, meet with family and discuss barriers for their daily attendance.
2. Increase communication on information about absences and how to verify their absences.
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.

The Principal and ORC are addressing the absenteeism by meeting with all families who have more than 10% of absences within the first month of the school year to outline expectations, identify barriers for good attendance and potential solutions and possible consquences.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	2	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	Less than 11 Students
1.8% suspended at least one day	0.8% suspended at least one day	1 Student
Increased 1.2	Maintained 0.1	
543 Students	127 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
4.9% suspended at least one day	1.8% suspended at least one day	1.7% suspended at least one day
Increased 2	Increased 0.9	Increased 1.7
41 Students	454 Students	118 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
12.5% suspended at least one day Increased 12.5 16 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	0% suspended at least one day Maintained 0 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 0.9% suspended at least one day Maintained 0.1 432 Students	14.3% suspended at least one day Increased 14.3 21 Students	Less than 11 Students 1 Student	 Orange 2% suspended at least one day Increased 2 51 Students

Conclusions based on this data:

The McAuliffe staff does not believe that suspensions typically change the behavior of students. In all suspension cases, other means of correction was considered. Suspension rates are low in all categories except the 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 the playground. The SST team will be more proactive in developing Positive Behavior Intervention Plans for students who have multiple discipline referrals. The administration will continue to explore alternative to suspension strategies to support students who are not changing their behaviors after receiving suspensions as a consequence.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	23-24 Percentage Met/Exceeded: Preliminary data 3rd Grade - 33% 4th Grade - 25% 5th Grade - 35%	To place the cohort of students on a path to a minimum of 85% proficiency in five years, the 24-25 expected outcomes (meeting or exceeding the standards) in ELA as measured in Smarter Balanced Assessment for this group is as follows: 3rd grade: 43.2% (9.5 points increase from the average grade level proficiency in the last 3 years) 4th grade: 43.4% (10.4 points increase from their previous cohort score) 5th grade: 37% (12 points increase from their previous cohort score) Student subgroups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.
Star Early Literacy and Reading End-of-Year	Star Early Literacy Assessment 23-24 Percentage of Students At/Above District Benchmark	Star Early Literacy Assessment 24-25 Grades K-1 Percentage of Students At/Above District Benchmark

	Kindergarten - 44.1% 1st Grade - 37.1% Star Reading 23-24 Percentage of Students At/Above State Benchmark 2nd Grade - 49% 3rd Grade - 28.1% 4th Grade - 31.5% 5th Grade - 35.4%	Kindergarten - 50% 1st Grade - 52.2% (8.1 points increase from previous cohort score) Star Reading 23-24 Percentage of Students At/Above State Benchmark 2nd Grade - 46.7% (9.6 points increase from previous cohort score) 3rd Grade - 56% (7 points increase from previous cohort score) 4th Grade - 39.5% (11.4 points increase from previous cohort score) 5th Grade - 42.2% (10.7 points increase from previous cohort score)
English Learners Reclassification	In 2023-24, 10 students were designated as Reclassified Fluent English Proficient following the OSD reclassification criteria. There were 65 EL students in grades 3-5 in 2023-24 school year.	At least 10% of English learner students in grades 3-5 (~ 6 students) will be Reclassified as Fluent English Proficient (RFEP) in 24-25 school year following the OSD reclassification criteria.
CAASPP Math	23-24 Percentage Met/Exceeded: Preliminary data 3rd Grade - 36% 4th Grade - 23% 5th Grade - 23%	To place our school on a path to a minimum of 85% proficiency in five years, the 24-25 expected outcomes (meeting or exceeding the standards) in Math as measured in Smarter Balanced Assessment for our cohort of students are as follows: 3rd grade: 41.2% (11 points increase from the average grade level proficiency in the last 3 years) 4th grade: 45.8% (9.8 points increase from previous cohort score) 5th grade: 35.4% (12.4 points increase from previous cohort score) Student subgroups identified in the orange performance category in the CA Dashboard will increase proficiency by 5 points or more.
Kindergarten: Site Assessment for Math Grades 1-5: Star Math End of Year	Kindergarten Site Assessment: • Count to 100: 81% • Read numbers to 20: 92% • Write numbers to 20: 86% • Add & Sub Fluently to 5: 60% • Add with pictures/manipulatives to 10: 94% 23-24 Percentage of Students At/Above District Benchmark: 1st Grade - 78.6% 2nd Grade - 59.1%	Kindergarten Site Assessment: • Count to 100: 82% or higher • Read numbers to 20: 90% or higher • Write numbers to 20: 85% or higher • Add & Sub Fluently to 5: 65% or higher • Add with pictures/manipulatives to 10: 90% or higher 24-25 Percentage of Students At/Above District Benchmark:

	23-24 Percentage of Students At/Above State Benchmark: 3rd Grade - 35.2% 4th Grade - 36.7% 5th Grade - 21.5%	1st grade: 80% or higher 2nd grade: 62% or higher 24-25 Percentage of Students At/Above State Benchmark: 3rd grade: 51% (cohort at 45.5% proficiency in 23-24 state benchmark) 4th grade: 45.2% 5th grade: 46.4%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	English Language Arts Implement district adopted and board approved ELA curriculum (Wonders) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan, create, and monitor progress on the scope and sequence of standards to be taught for each trimester. Materials and supplies will be purchased to support and supplement the core instructional program which may include but not limited to: • Phonics for Reading • Reading Horizon • Classroom reading library • Accelerated Reader Program to support reading comprehension and fluency. • Spelling Bee	All Students	5,100 Title I 4000-4999: Books And Supplies Classroom Reading Project Library District Funded 4000-4999: Books And Supplies District-adopted materials 1,992 LCFF - Intervention 4000-4999: Books And Supplies Books other than texbooks (e.g., Accelerated Reader, Phonics for Reading) 150 LCFF 5800: Professional/Consulting Services And Operating Expenditures Spelling Bee registration PTA/PTO 4000-4999: Books And Supplies Supplies and materials for Accelerated Reading Awards and incentives 500 LCFF 4000-4999: Books And Supplies Books other than textbooks
1.2	ELA: Writing • Provide classes with Writing Journal and other materials to support writing • Plan the scope and sequence for teaching the grade level writing standards.	All Students	1,200 LCFF 4000-4999: Books And Supplies Materials and Supplies for Writing Projects

	• Analyze results of writing assessments and plan reteach and enrichment. • Support Cesar Chavez writing competition		
1.3	English Language Development (ELD) Implement the OSD Master Plan for English learners (ELs). • Plan the scope and sequence of ELD standards to be taught at each trimester • Monitor implementation of ELD instruction. • Implement the ELD curriculum through designated and integrated ELD instruction. • Provide professional development and support for designated and integrated ELD instruction. • Identify designated ELD instruction in the daily schedule. • Analyze data to target the needs of ELs and provide appropriate support and/or intervention. • Support multilingualism by expanding site and classroom primary language libraries and instructional resources and support their use in the classroom and at home.	English Learners	500 Title III 1000-1999: Certificated Personnel Salaries Teacher extra help/tutoring 113 Title III 3000-3999: Employee Benefits Benefits for Teachers extra help 2,400 Title III 1000-1999: Certificated Personnel Salaries Floater sub for targeted EL support & planning 539 Title III 3000-3999: Employee Benefits Certificated Benefits for Substitutes 1,500 Title III 2000-2999: Classified Personnel Salaries Instructional Assistant for EL Support 561 Title III 3000-3999: Employee Benefits Classified benefits (IA) 1,000 Title III 4000-4999: Books And Supplies Books other than textbooks 789 Title III 4000-4999: Books And Supplies Materials & supplies for meetings (e.g. refreshments) 500 Title III 5000-5999: Services And Other Operating Expenditures Travel & Conference District Funded 1000-1999: Certificated Personnel Salaries District ELD TOSA

1.4	Mathematics Implement district adopted and board approved Math curriculum (My Math) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan the scope and sequence of Math standards to be taught at each trimester. Materials and supplies will be provided to support and supplement the core instructional program which may include but not limited to: • Engage New York (ENY) • Counting Collections • Building Thinking Classroom (BTC) • Math Talks	All Students	District Funded 4000-4999: Books And Supplies District-adopted materials 1,200 LCFF 4000-4999: Books And Supplies Supplies to support Math Talks, Counting Collection, BTC
1.5	Social Studies Implement district adopted and board approved History-Social Studies curriculum (Social Studies Alive!) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan the scope and sequence of Social Studies standards to be taught at each trimester Support research inquiry such as but not limited to: • 5th grade state convention project • AKA Black History Speech Contest		District Funded 4000-4999: Books And Supplies District-adopted materials 300 LCFF 4000-4999: Books And Supplies Supplies for 5th grade state project PTA/PTO 4000-4999: Books And Supplies Trophy and medals for Speech Contest
1.6	Science Implement district adopted and board approved Science curriculum (Twig) and supplemental materials to support the achievement of grade level Common Core State Standards (CCSS). Plan the scope and sequence of Science standards to be taught at each trimester. Support the implementation of Maker Space or STEAM Lab during the day or after school: • Provide staff professional development • Purchase supplies and materials to supplement core instructional program • STEAM night	All Students	District Funded 4000-4999: Books And Supplies District-adopted materials ELOP 4000-4999: Books And Supplies Supplies for Maker Space (Grant) ELOP 5800: Professional/Consulting Services And Operating Expenditures Maker Space consultant (Grant) PTA/PTO 4000-4999: Books And Supplies Supplies for STEAM
1.7	Professional Development and Curriculum Planning	All Students	700 LCFF

	Teachers, instructional aides, and administrators will receive on-going training, coaching, and support on effective instructional practices in reading, writing, and STEM through professional development, CIA (curriculum, instruction, assessment) planning, data chats, and feedback cycle. Staff development every Tuesday and grade level collaboration every Wednesday after school. Meetings are focused on CIA and data analysis to improve the quality of teaching and learning in the classrooms. District resources such as Teachers on Special Assignments (TOSAs) in their respective expertise (e.g., ELD, Math, Literacy, SEL, MTSS, etc.) will be tapped to support teachers and administrators in identifying and implementing high leverage pedagogical practices (HLPP) in the classrooms. These Best First Instructional (BFI) practices should be observed in all classrooms to increase meaningful engagement among students.		5000-5999: Services And Other Operating Expenditures Travel & Conference 2,610 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra help 586 LCFF 3000-3999: Employee Benefits Certificated benefits District Funded 1000-1999: Certificated Personnel Salaries TOSA support 500 LCFF 1000-1999: Certificated Personnel Salaries Substitute floaters 113 LCFF 3000-3999: Employee Benefits Certificated benefits
1.8	Multi-tiered System of Supports (MTSS) MTSS is a framework that helps educators provide academic and behavioral strategies for students with various needs. • Form MTSS team composed of at least 1 certificated teacher by grade level span (K-2 and 3-5), school psychologist, LIT teacher, school counselor, and outreach specialist. MTSS team meets at least 3 times/year. • Monitor student progress in the academics and social-emotional/behavioral aspects of educational achievement through progress monitoring, Student Study Team meetings and "Start the Year Right" meetings. • "Start the Year Right "meetings will be held at the beginning of the school year with teachers who have students with prior SSTs. This will help with the transition for students who had intervention & goals from the previous school year. • Provide Tier 1, 2 & 3 layers of support. The Intervention Support Provider (ISP) will conduct tier 2 and/or tier 3 small group instruction to support intervention groups and assist teachers with	All Students	6,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters for progress monitoring and SST/504 meetings 20,500 Title I 1000-1999: Certificated Personnel Salaries Intervention Support Provider (ISP) 5,951 Title I 3000-3999: Employee Benefits Certificated Benefits (Floater sub & ISP) 600 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help (MTSS) 135 LCFF 3000-3999: Employee Benefits Certificated Benefits (MTSS) 5,000 LCFF - Intervention 1000-1999: Certificated Personnel Salaries

	enrichment activities for GATE and students with advanced proficiency. • Support Kindergarten students for the first 7 days of school with floater substitute. • Provide additional support to students through instructional assistants or paraeducators. • Coordinate 504 meetings to review 504 support plans.		Teacher Substitutes/Floaters - Support intervention, Kindergarten 7-day support and Start the Year Right meetings. 1,123 LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits - Teacher substitutes District Funded 1000-1999: Certificated Personnel Salaries Salary for Paraeducators (Kindergarten)
1.9	Individual Education Plan Conduct IEP meetings to ensure that a child with an identified disability receives specialized instruction and related special education services. Create/Review Positive Behavioral Intervention Plan for students with special education services. Provide additional support to students through instructional assistants or paraeducators. Celebrate student efforts and achievement with positive rewards.	Students with Disabilities	17,250 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters for IEP meetings 4,098 LCFF 3000-3999: Employee Benefits Certificated benefits (Subs) 100 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistant - OT 300 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistant - Extra Help 150 LCFF 3000-3999: Employee Benefits Classified benefits 800 LCFF 4000-4999: Books And Supplies Positive Rewards - TLC & SDC Classes 1,500 LCFF 1000-1999: Certificated Personnel Salaries Admin Support - Extra help 337 LCFF 3000-3999: Employee Benefits Certificated benefits - admin support

			District Funded 2000-2999: Classified Personnel Salaries Salary for Paraeducator
1.10	Assessments Develop grade level formative assessments that will inform student progress in grade level content standards for ELA, Math, and Science. Use results of formative assessments to plan and implement action steps (e.g. Goal setting). Support students during CAASPP. • Snacks • Incentive for testing week Support English learners to attain proficiency in ELPAC with instruction and intervention, including but not limited to: • ELPAC preparation in class and after school	All Students English Learners	1,200 LCFF 4000-4999: Books And Supplies Supplies for CAASPP support (Snacks & Incentive) ELOP 1000-1999: Certificated Personnel Salaries ELPAC Preparation After School
1.11	Classroom Supplies and Materials to Support Student Achievement and Positive Teaching & Learning Environment Provide materials and supplies to support the curriculum, instruction, intervention, and assessment in all content areas. • Purchase of Weekly Scholastic Magazine for Kindergarten	All Students	14,187 LCFF 4000-4999: Books And Supplies Materials and Supplies to support curriculum, instruction, intervention, enrichment and assessment in all content areas 15,000 LCFF 4000-4999: Books And Supplies Warehouse Charges for Materials and Supplies 5,000 LCFF 5700-5799: Transfers Of Direct Costs Graphics 465 LCFF 5800: Professional/Consulting Services And Operating Expenditures Subscription Scholastics Weekly 500 LCFF 4000-4999: Books And Supplies Books other than textbooks
1.12	Informational Technology Support Provide technology support to students and staff before, during, and after the school day. Purchase supplies and materials such as	All Students	4,000 LCFF 4000-4999: Books And Supplies

	keyboards, headphones, etc. Use various educational applications strategically to support skills in core content areas such as but not limited to. • ST Math, Lexia • MyOn		Computer supplies and software District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician & Ed Tech TOSAs District Funded 5800: Professional/Consulting Services And Operating Expenditures Educational Apps (e..g, STMath, Lexia, etc.)
1.13	Field Trips Provide outdoor, hands-on, and interactive experiences through field trips. Field trips will provide background and interest or enrichment for core content lessons.	All Students	2,888 Title I 5700-5799: Transfers Of Direct Costs Field Trip - Transportation Only 2,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Entrance fees - Field Trips PTA/PTO 5800: Professional/Consulting Services And Operating Expenditures Field Trip District Funded 5000-5999: Services And Other Operating Expenditures Positive Adventures Experience
1.14	Leadership Team Build instructional leadership capacity of staff through the work of the leadership team. • Each grade level has a leadership representative. • The special education team has one representative. • Provides input for planning professional development. • Leads the team in attaining the mission and vision of the school. • The leadership team leads their grade level collaboration days. • Collaboration days are focused on teaching and learning with emphasis on the 4 components of PLC (standards, assessments, intervention, and enrichment). • Assists in identifying best first instructional practices (Tier 1) that must be common to all classrooms.	All Students	3,150 LCFF 1000-1999: Certificated Personnel Salaries Leadership Team - Extra help 708 LCFF 3000-3999: Employee Benefits Certificated benefits 500 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help (Teacher-In-Charge) 113 LCFF 3000-3999: Employee Benefits Certificated benefits

	• Supports implementation of high leverage pedagogical practices in the classrooms. Teacher-in-Charge supports the administrative team as administrative designee.		
1.15	Extended Learning Opportunity Provide extended learning opportunities before and after school for targeted intervention and enrichment. • Academic tutoring • Library/Media Tech will open the library before school to support students with a quiet place for extra reading or completing assignments. • Enrichment Burst classes • Lego Clubs	All Students	1,000 LCFF - Intervention 2000-2999: Classified Personnel Salaries Library Assistant Extra Help 374 LCFF - Intervention 3000-3999: Employee Benefits Classified benefits ELOP None Specified Enrichment Burst, Tutoring, Lego Clubs, etc. ELOP None Specified Academic Tutorial After School
1.16	Visual Arts and Performing Arts (VAPA) Based on input from various members of the school community, McAuliffe will be using its allocated funds to pay for one to two full-time teachers to provide an art and music program. The school will combine the budget with two other K-5 schools (Ritchen and Sierra Linda) to fund the teacher salaries. The three sites will share the teachers and will collaborate on the schedule (rotation basis). The expenditure aligns with strategic goals 1 and 2 of the Oxnard Empowers Strategic Plan along with goals 1 and 2 of the SPSA. Furthermore the arts program will promote the OSD Student Profile.	All Students	55,000 Prop 28 1000-1999: Certificated Personnel Salaries Music/Art Teacher Salary 27,349 Prop 28 3000-3999: Employee Benefits Certificated benefits 3,229 Prop 28 4000-4999: Books And Supplies Materials and Supplies 3,000 Prop 28 5000-5999: Services And Other Operating Expenditures Outside services/contracts
1.17	Operational and Administrative Supplies Provide materials and supplies for the effective operation of the school activities, including but not limited to: • Office supplies • Copy machines (e.g., contracts, toner) • Storage unit • Supplies for staff/faculty meetings • Discipline referral forms • Shredding services • Library supplies (e.g., Book covers, book tape, etc.)	All Students	3,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Copy machines) 1,000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs (Storage Unit) 25 LCFF

			5900: Communications Postage 2,000 LCFF 4000-4999: Books And Supplies Operational & Administrative Supplies 1,200 LCFF 4000-4999: Books And Supplies Supplies for staff or faculty meetings 600 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for shredding services
1.18			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Each grade level team collaborated on structured lesson planning and student progress monitoring on Tuesdays and Wednesdays and engaged in professional development using TOSAs. The Leadership Team supported identification of Best First Instructional practice to be implemented school-wide. Teacher participation in the UCLA Math Lab helped guide Tier 1 practices in the classroom.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The late hiring of the Intervention Support Provider (well into the 2nd trimester) created a difference in the intended budgeted expenditure to implement Tier 2 supports for students. The late start of the Literacy Intervention classes may have also affected the implementation of the reading intervention for targeted students. Due to the challenges in hiring a part time, non-permanent paraeducator with limited hours, the school was not able to fulfill the initial plan for this budgeted expense. The number of extra hours the library assistant was able to carry out to support English learners was not fully realized and also created a difference in the implementation and the budgeted expenditures. These differences, however, provided an opportunity to use certificated substitute floaters in the third trimester to support small group instruction in various classrooms.

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.

While continuing with the goal that "All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics," our teams realized that the expected outcomes we set out to accomplish for our students to achieve must not only be measurable but have to be realistic and achievable with a specific time frame. We have to plan for continued high expectations with realistic incremental gains in the next five years that will put our achievement level at least at 85% proficiency. This creates a realistic pathway for the vision of ALL students achieving at or above proficiency in the future.

A good place to start the change is by creating coherence and simplifying the language used for the various actions in each strategy to achieve Goal 1. With this change, it will be easier to track success of various strategies but also to communicate them to all educational partners. Instead of having 35+ strategies, the activities are collapsed into less than 20 strategies focused on Curriculum, Instruction, Assessment, Multi-tiered Systems and Supports, Professional Development, and Leadership.

It is also important to note that with the continued need to increase the academic achievement of English learners which makes up about 25% of the McAuliffe population, the implementation of strategy 3 is crucial in our school's success. To support small group instruction in the classrooms, Title III funds had been allocated to make it feasible to use certificated substitute floaters early in the year.

The leadership team will also commit to reviewing the budgeted expenditure at least three times a year to be proactive in analyzing the implementation of the strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase student attendance
To decrease the suspension rate
To support positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 93% for the 2023-24 school year.	Achieve an annual average daily attendance rate of 95% or higher school-wide.
Discipline Referrals to Office	There were 199 office referrals for 23-24.	Decrease the total number of office referrals by 5%.
School Suspensions	Suspension rate was 1.8% for 23-24.	Decrease the suspension rate to 1.5% or lower.
Panorama Student Survey - SEL competencies and learning supports/environments	Spring 2024 The ratings by SEL topic were: Growth Mindset- 57% Good/Fair Self-Management- 68% Good/Fair Social Awareness- 66% Good/Fair Emotional Regulation- 45% Good/Fair Teacher Student Relationships- 79% Good/Fair Sense of Belonging- 63% Good/Fair	Increase the overall percent ratings by at least 2 points in each SEL topic by the Spring of 2025.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PBIS PBIS committee will be composed of School Counselor, ORC, two teachers (K-2 & 3-5 span), campus assistant and administrative staff. Committee will meet at least 5x/year. Implement and monitor: • Positive Behavioral Interventions and Supports • MTSS for the development of behavioral and social/emotional learning/skills • Safe and Civil Schools (with STOIC approach) • Schoolwide STAR Expectations • Alternatives to Suspension • Weekly Teacher Duty • Campus Assistant Assignments • Purchase of materials & supplies to support school-wide expectations	All Students	1400 LCFF 4000-4999: Books And Supplies Materials & supplies to implement PBIS in the classrooms and playground 750 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help (PBIS) 169 LCFF 3000-3999: Employee Benefits Certificated Benefits 400 LCFF 2000-2999: Classified Personnel Salaries Outreach Specialist (ORC) - OT 150 LCFF 3000-3999: Employee Benefits Classified benefits 500 LCFF 2000-2999: Classified Personnel Salaries Custodial Extra Help/OT 187 LCFF 3000-3999: Employee Benefits Classified Benefits
2.2	Social Emotional Wellness and Positive School Culture Support the social emotional wellness and positive learning environment of student, families, and staff. • Conduct small group and individual school based counseling • Conduct restorative or community circles • Develop or review Positive Behavior Intervention Plan (PBIP) for students with behavior concerns • Provide SEL lessons through Second Step with classroom teachers and counseling psychologist	All Students	District Funded 1000-1999: Certificated Personnel Salaries School Counselor 200 LCFF 1000-1999: Certificated Personnel Salaries Counselor - Extra Help 45 LCFF 3000-3999: Employee Benefits Certificated Benefits

	• Open wellness center for students during lunch periods • Coachi students during unstructured periods (e.g., recess) • Support families with resources • Weekly STARbucks Awards • Support College Day on Tuesdays and McAuliffe Day on Fridays • Organize special events such Read Across America, Kindergarten and 5th grade End-of-the-Year celebration, Reading Buddies, Spirit Week, Red Ribbon Week, Reading on the Lawn, etc.		1,000 LCFF 4000-4999: Books And Supplies Weekly awards or incentives to support PBIS/STAR 250 LCFF 4000-4999: Books And Supplies Materials and supplies for Special Events PTA/PTO None Specified Kindergarten and 5th Grade EOY Celebrations
2.3	Attendance Support improvement in student attendance through: • Attendance Club • Strive for Less than Five Absence Campaign • Classroom Perfect Attendance Incentive • School Attendance Review Team (SART) meeting • School Attendance Review Board(SARB) meeting • Address chronic absenteeism among subgroups - Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White • Student Study Team (SST) • Monitor attendance records for accuracy • Support with basic needs (e.g., food, school supplies, hotspot, etc.)	All Students Students with Disabilities Socioeconomically Disadvantaged Homeless	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist 1,000 LCFF 4000-4999: Books And Supplies Supplies to support improvement in attendance
2.4	Professional Development and Support Provide professional development for the continued growth of and support for staff with behavioral and social-emotional learning, including but not limited to: • Campus Assistants • Counselor • Outreach Specialists • Office staff • Teachers • PBIS committee	All Students	300 LCFF 5000-5999: Services And Other Operating Expenditures Travel & Conference 750 LCFF 1000-1999: Certificated Personnel Salaries Substitute Floaters 169 LCFF 3000-3999: Employee Benefits Certificated benefits 200 LCFF 4000-4999: Books And Supplies Materials and supplies for PD
2.5	Student Leadership	All Students	300 LCFF

	Provide opportunities for students to gain leadership skills and increase involvement in school activities, inlcuding but not limited to: • Superintendent Fellows • Principal Fellows • Proud Challenger Club (aka Friday Night Live Kids - FNLK) • Leadership Group with School Counselor		4000-4999: Books And Supplies Materials and Supplies
2.6	Promote Physical Fitness Students will have opportunities to engage in physical activities, including but not limited to: • Physical Education classes • Sports through the City of Oxnard (e.g., basketball, volleyball, etc.) • Various structured games at recess	All Students	District Funded 4000-4999: Books And Supplies Materials and Supplies for P.E. ELOP None Specified Registration fees, coach salary, uniforms
2.7	School Safety Increase School Safety, including but not limited to: • Support Monthly Campus Assistant meetings • School Safety Committee meetings (3x/year, 2 teachers - lower and upper grade) • Allocate extra duty assignment for campus assistants as needed • Conduct regular safety drills (i.e., Fire, Earthquake/Disaster, Priority 1 & 2 Lockdown drills) • Enforce closed campus setting (e.g., Gates and doors are locked; all guests must sign in at the front office, ID card for employees) • Provide support with materials and supplies (e.g., health office, playground, etc.) • Custodial support		2,000 LCFF 2000-2999: Classified Personnel Salaries Playground Aides - Extra help 748 LCFF 3000-3999: Employee Benefits Classified benefits 600 LCFF 4000-4999: Books And Supplies Supplies for health office and safety 300 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help (Safety Committee) 68 LCFF 3000-3999: Employee Benefits Certificated benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall annual average daily attendance (ADA) has increased this year by 2 points with an average of 93% compared to the average of 91% from the previous year. Various strategies including, but not limited to, signing kids up

for the Attendance Club, classroom perfect attendance incentive, school announcements, and the Student Attendance Review Team meetings are making a difference.

There was positive feedback about students being safer on the playground after the PBIS team implemented the Freeze Whistle and structured play areas. Monthly campus assistant meetings helped clarify roles and responsibilities of staff which contributed to overall safety of students on the playground.

The students enjoy visiting the Wellness Center during their lunch periods and mingling with peers under the guidance of the school counselor. Special events/activities organized by the school counselor and ORC such as Anti-bullying/Unity Week, Buddy Reading, and Red Ribbon Week not only promoted fun activities but also spotlighted important messages that bring about positive student behaviors.

Regular safety drills will be conducted to ensure routines and protocols are followed by staff and students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was a delay in the designation of structured play areas as the posters showing rules for certain activities came in later in the year. The hiring of a campus assistant to fill in the vacant position was delayed resulting in inconsistency in staffing with different substitutes filling in for the position or having continued vacancy. The additional expenditure for holding monthly campus assistant meetings made a positive impact.

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 plans to continue implementing strategies that have produced positive results through PBIS with Strategy 1, school culture and social emotional wellness with Strategy 2, and attendance with Strategy 3. Student leadership (Strategy 4) will be expanded to include Principal Fellows. The school plans on advertising and recruiting sports coaches early in the year to increase the number of sports club available to 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Guardian participation in ELAC Sponsored Events	An average of four parents/guardians attended ELAC meetings in 23-24	Increase parent participation in ELAC to an average of 10 parents/guardians.
Parent/Guardian participation in school-sponsored parent education or events	Two to three families attended monthly parent education or events offered in 23-24	Increase parent attendance to an average of 10 per meeting/event.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Family and Community Alliances for Student Success Create engagement opportunities and provide resources and information to families to build relationships and support student involvement and achievement. • School Site Council • PTA meetings and events (e.g., Skate Nights, Movie Nights, Art Gala)	All Students	800 LCFF 4000-4999: Books And Supplies Supplies and materials for meetings PTA/PTO None Specified PTA Events

	• Family and Communiy Engagement (FACE) • Coffee and Chat with Admin • Back to School Nights • Open House (with STEAM Night) • Kindergarten Reading on the Lawn • Awards Assemblies • Monthly Parent Education (e.g., CAASPP resources) • Title I informational Meeting • Transition meeting from elementary to middle schools (AVID recruitment, SpEd transition, A-G Courses, etc.) • School Volunteers • Ensure accessibility for all students • OSD Creates • After School Program		District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist District Funded 1000-1999: Certificated Personnel Salaries Counselor 400 LCFF 2000-2999: Classified Personnel Salaries Outreach Specialist - OT 150 LCFF 3000-3999: Employee Benefits Classified benefits 200 LCFF 2000-2999: Classified Personnel Salaries Clerical Extra help 300 LCFF 2000-2999: Classified Personnel Salaries Clerical OT 187 LCFF 3000-3999: Employee Benefits Classified benefits
3.2	Kindergarten Orientation Welcome Kindergarten families to McAuliffe. • Conduct a campus tour • Provide school information • Introduce PTA • Introduce school resources (e.g., School Counselor, ORC, SOM, Attendance Clerk) • Explain Parent Engagement opportunities (SSC, ELAC, FACE, etc.) • Meet and Greet with Kindergarten teachers before the school year begins • Provide classroom information before the school year begins		100 LCFF 4000-4999: Books And Supplies Supplies and materials for meetings 90 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra help with Kinder orientation 21 LCFF 3000-3999: Employee Benefits Certificated benefits
3.3	Support Parent Education & Engagement for families of English Learners & RFEPs • ELAC Meetings • RFEP Celebrations • Perfect Attendance Celebrations • Translations for families in various events	English Learners	200 Title III 2000-2999: Classified Personnel Salaries Outreach Specialist - OT 75 Title III 3000-3999: Employee Benefits Classified Benefits

			300 Title III 1000-1999: Certificated Personnel Salaries School Counselor extra help for EL families 68 Title III 3000-3999: Employee Benefits Certificated Benefits (School counselor) 100 Title III 2000-2999: Classified Personnel Salaries Chld Care/Babysitting 38 Title III 3000-3999: Employee Benefits Classified benefits 1,200 Title III 2000-2999: Classified Personnel Salaries Verbal translation - OT 449 Title III 3000-3999: Employee Benefits Classified benefits
3.4	Extended Learning Opportunities Program (ELOP) Support families and students through the After School Program (ASP): • ASP (Grades 1-5) • Enrichment Burst • Academic Tutorials • Sport Clubs • Lego Clubs (including before school) • School Library to open before school (at least 2x/week) ASP will host events to provide parents with resources and highlight the program's classes and activities, including but not limited to: • nutrition education • healthy habits • study habits • informational meetings/orientation	All Students	ELOP 2000-2999: Classified Personnel Salaries ASP Coordinator ELOP 4000-4999: Books And Supplies Materials and supplies for ASP
3.5	Use multiple means of communication to strengthen dissemination of and access to resources and information with and among school/district and families. • ParentSquare (messages, post, calls) • Family and Staff Bulletin • Social media platforms (e.g., Facebook, Instagram)	All Students	District Funded 5900: Communications ParentSquare, Websites

	• Video/Slide show in the school lobby • Printed materials • One-to-one communication • School/District website • Progress report cards • Annual Title I meeting/Back to School Night • Open House • Trimester Awards Assembly		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The various offerings this year with the Enrichment Burst has increased student participation in very engaging activities (e.g., cooking, magic, sewing, Hip Hop Mindset). The families were very grateful for these opportunities. The introduction of ParentSquare as the main communication platform has been very useful in relaying messages to the McAuliffe community. The site observed that creating opportunities to celebrate students (e.g., RFEP and perfect attendance celebrations) during ELAC increased parent/guardian attendance in such meetings.

Events such as Back to School Night, Open House, and Trimester Awards brought many families to McAuliffe. PTA Events such as Skate and Movie Nights also were very successful in bringing families and other educational partners together.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures on verbal translations to support families will be monitored to reflect use of Title III funds instead of LCFF.

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.

Added into Strategy 1 is a creation of Family and Community Engagement (FACE) group. This will be modeled from our district's FACE. The strategy is to have a family representative from each existing committees/council/association to meet at least twice a year to exchange information about the work of each group.

The school plans to tap into events (e.g., Awards Assemblies, Movie Nights, Back to School Night, Open House) that bring more families on campus to encourage educational partners to participate in parent education workshops or School Site Council (SSC) and English Language Advisory Council (ELAC) and promote upcoming school events. Knowing that more families attend events when students are being recognized, the administrative staff and ORC will identify more ways to celebrate students in various meetings.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$50,771.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$250,349.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$40,439.00
Title III	$10,332.00

Subtotal of additional federal funds included for this school: $50,771.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$101,511.00
LCFF - Intervention	$9,489.00
Prop 28	$88,578.00

Subtotal of state or local funds included for this school: $199,578.00

Total of federal, state, and/or local funds for this school: $250,349.00

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	40,439.00	0.00
Title III	10,332.00	0.00
LCFF	101,511.00	0.00
LCFF - Intervention	9,489.00	0.00
Prop 28	88,578.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	101,511.00
LCFF - Intervention	9,489.00
Prop 28	88,578.00
Title I	40,439.00
Title III	10,332.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,900.00
2000-2999: Classified Personnel Salaries	8,200.00
3000-3999: Employee Benefits	44,774.00
4000-4999: Books And Supplies	59,847.00
5000-5999: Services And Other Operating Expenditures	8,500.00
5700-5799: Transfers Of Direct Costs	7,888.00
5800: Professional/Consulting Services And Operating Expenditures	3,215.00
5900: Communications	25.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	28,200.00
2000-2999: Classified Personnel Salaries	LCFF	4,200.00
3000-3999: Employee Benefits	LCFF	8,134.00
4000-4999: Books And Supplies	LCFF	47,737.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,215.00
5900: Communications	LCFF	25.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
3000-3999: Employee Benefits	LCFF - Intervention	1,497.00
4000-4999: Books And Supplies	LCFF - Intervention	1,992.00
1000-1999: Certificated Personnel Salaries	Prop 28	55,000.00
3000-3999: Employee Benefits	Prop 28	27,349.00
4000-4999: Books And Supplies	Prop 28	3,229.00
5000-5999: Services And Other Operating Expenditures	Prop 28	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	26,500.00
3000-3999: Employee Benefits	Title I	5,951.00
4000-4999: Books And Supplies	Title I	5,100.00
5700-5799: Transfers Of Direct Costs	Title I	2,888.00
1000-1999: Certificated Personnel Salaries	Title III	3,200.00
2000-2999: Classified Personnel Salaries	Title III	3,000.00
3000-3999: Employee Benefits	Title III	1,843.00
4000-4999: Books And Supplies	Title III	1,789.00

5000-5999: Services And Other Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	234,185.00
Goal 2	11,486.00
Goal 3	4,678.00

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
Lynn Ebora	Principal
Nancy Diaz	Classroom Teacher
Shannon Sanders	Classroom Teacher
Taylor Lumas	Classroom Teacher
Claudia Cortez	Other School Staff
Jasmine Duron	Parent or Community Member
Nestor Hurtado	Parent or Community Member
Catherine Prebble	Parent or Community Member
Randi Friday	Parent or Community Member
Gary Snyder	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
	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 29, 2024.

Attested:

	Principal, Lynn Ebora on 5/29/24
	SSC Chairperson, Jasmine Duron on 5/29/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinna Elementary School	56725386055354	April 16, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by McKinna Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

McKinna is in ATSI due to performing at the lowest levels in ELA, math and having high chronic absenteeism for all

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by McKinna Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

McKinna is in ATSI due to performing at the lowest levels in ELA, math and having high chronic absenteeism for all

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, the OSD Student Profile and guided by our OSD Strategic Plan. The OSD Strategic Plan ensures our decisions support our students academically (Strategic Goal1.0), provides them with a positive school climate (Strategic Goal 2.0) and encourages a partnership with our families (Strategic Goal 4.0). This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements.

At McKinna, standard based instruction is a priority (Strategic Goal 1.0). We have weekly staff meetings that allow teachers to focus on student data, student learning and planning while specifically focusing on the 4 PLC questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Additionally, our teachers collaborate regularly during power planning days and Wednesday collaboration days focused on our BUFs. This is especially important for building school wide capacity within the DLI program in TK-5 and standards-based instruction across grade levels.

We are currently in ATSI status due to low performance in ELA and Math and having high levels of absences affecting our Hispanic students, Socio-Economically Disadvantaged (SED) and Students With Disabilities (SWD). To support our students' academic needs in ELA and Math, the ORC, counselor and administrator meet with teachers during student monitoring meetings and SST meetings. Our Literacy Intervention Teacher (LIT) and Intervention Service Provider (ISP) teachers provide intervention while our teachers receive professional development during staff meetings and SIP days. The McKinna Teachers collaborate around data and lesson plan to support student learning in the classrooms. Our staff meetings are centered around students focusing on ways to support them academically. Tutoring opportunities will be offered to our students, focusing on our Hispanic students, Socio-Economically Disadvantaged students and Students With Disabilities. Our site has a second ISP to provide English Language Development support to our English Learners. Additionally, weekly student support meetings, which include our ORC, counselor, social worker, and administrator are held to discuss how to support our students who are struggling academically, emotionally, or with behavior. 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 have incentives to motivate students to come regularly to school. The importance of attendance has been discussed at our various parent meetings and information on the many resources available to families has been shared. Our ORC and social worker provide food, clothing and various resources to our Socio-Economically Disadvantaged students.

Our McKinna vision is to develop empathetic digital learners who are biliterate, critical thinkers and creative problem solvers. Our students will be prepared for successful careers as contributing members of society.

Our mission states that McKinna teachers and staff are committed to ensuring that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially. Our community and families are essential in achieving this mission!

As such, McKinna welcomes parents at various times during the school year including Family Fridays once a month which allow our families to engage in reading with their child and then have an opportunity to learn more about ways to partner with our school (Strategic Goal 4.0).

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.

Educational Partner Involvement

How, when, and with whom did McKinna Elementary 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 Leadership team 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 2024-25 school year. The focus on instructional goals will be shared with the full staff on SIP Day in the Fall of 2024 to help frame the work for the year ahead. During this time, our staff will look at Star assessment trends from the last few years to strengthen the school wide focus. We will also look at ELPAC and CAASPP results and use these to guide our instruction. In addition, the information was reviewed and discussed with ELAC members on April 10, 2024 and School Site Council on April 16, 2024, prior to the final review and approval of McKinna's SPSA for 2024-25. 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 meetings, SSC and ELAC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Most of our McKinna students are considered Socio-Economically Disadvantaged. All students from TK-5th grade continue to have an iPad and learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math. Hot Spots continue to be provided to those families who need wi-fi so our students can access those academic applications while at home. Two 8-hour paras have been hired to support students before school, during school, and after school. At McKinna we also have 2 ISP teachers providing academic intervention with one focusing on supporting English Learners to meet the needs of our English Learners and students struggling with reading.

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 119 students identified as McKinney Vento, this is 20% of our students.

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. Our social worker and her assistant provide food to our McKinna families on a weekly basis. Weekly meetings have been scheduled so that the administrator, ORC, social worker and counselor can discuss how best to provide students with 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 and increase our attendance. Classes for families will also be offered to our Hispanic families and families of students that are Socio-Economically Disadvantaged 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 child's 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 Family Fridays as an additional opportunity for our families to read with their children and be connected with our school. Family Fridays also provide our parents an opportunity to connect with 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, academics and learn strategies to support their children.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In looking at our dashboard indicators, we are in red in ELA. This year we have subbed our teachers out so they can collaborate on planning to address the needs of our students in this area. Our LLI teacher and DLI TOSA conducted professional development on reading. We also dedicated our staff meetings to looking at writing across the grade levels. We have a literacy teacher and an ISP who are providing support for our students in greatest need in the area of reading. Another area in which we are low is in the EL Progress, currently in orange on the dashboard. In order to support our EL students, we have offered after school tutoring to focus on ELD standards. We also have an ISP working with our LTELs and English Learners who need additional support in reading and writing. Chronic absenteeism is another area in which we are currently orange. The importance of coming to school every day has been discussed at all of our parent meetings including ELAC, SSC, PTA and Family Fridays. Also, our ORC, social worker and attendance clerk monitor student attendance and hold mini SARB meetings with families as needed. Incentives have also been set to motivate our students to come to school. We have many assembly opportunities, spirit weeks and other fun events to ensure our students want to be at McKinna. These activities will also support our behavior plan so that we can improve our suspension rates which is currently in orange on the dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Currently, at McKinna, all student groups are in red in the area of ELA . Our focus has been in subbing out our teachers so they can collaborate on planning to address the needs of our students in this area. Our LLI teacher and DLI TOSA conducted professional development on reading. Additionally, we dedicated our staff meetings on looking at writing across the grade levels. We have a literacy teacher and an ISP who are providing support for our students in greatest need in the area of reading. Our Students With Disabilities are in red in the area of math. As a school, we had many math professional development (PD) opportunities for teachers to support instrucitonal practice. One example was an ST Math representative provided lessons in classes. Additionally, our 3-5th grade teachers had PD on fractions and ways of supporting their students in math. Our staff meetings are designed to allow us to analyze the data and plan to meet the needs of our Students With Disabilities. Our RSP teachers will provide tutoring opportunities for our Students With Disabilities. Another area of need is to ensure that our English learners and Students With Disabilities come to school regularly as they are in the red on the dashboard. The importance of coming to school every day has been discussed at all of our parent meetings including ELAC, SSC, PTA and Family Fridays. Additionally, our ORC, social worker and attendance clerk monitor student attendance and hold mini SARB meetings with families as needed. Incentives have also been provided to motivate our students to come to school. We have many assembly opportunities, spirit weeks and other fun events to ensure our students want to be at McKinna. Furthermore, our social worker, counselor and orc are in regular communication with our families of those students struggling to come to school. We want to ensure we remove barriers for our students in order for them to be present at school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We need to focus on our ELD standards as a school so that we better prepare our English learners. Our ELPAC results show only 17 students eligible for reclassification for the upcoming school year. This is a drop from 21 students reclassified this last school year. We will be hiring an ISP to support with interventions for our EL students. We will ensure our English Learners are receiving focused instruction to allow them to be reading, writing, speaking and listening everyday.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McKinna Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0.33%	0.35%		2	2
Asian	0.18%	0.17%	%	1	1	
Filipino	%	0%	%		0	
Hispanic/Latino	97.89%	98.17%	97.89%	556	589	558
Pacific Islander	0.35%	0.67%	0.70%	2	4	4
White	1.23%	0.17%	0.70%	7	1	4
Multiple/No Response	0.35%	0.5%	0.35%	2	3	2
			Total Enrollment	568	600	570

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	120	92
Grade 1	94	115	70
Grade 2	111	92	114
Grade3	82	102	86
Grade 4	101	81	96
Grade 5	82	90	70
Total Enrollment	568	600	570

Conclusions based on this data:

Enrollment has fluctuated from 607 to 609 from 2020-2021 to 2023-224. 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 2023-24 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. Title I funds will be used to fund an ISP to provide intervention and to fund substitute teachers to allow SST meetings to support our student needs. Title I funds will also be used to ensure our families are involved and engaged with our school. These funds will allow us to provide interpretation for our families. 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	454	472	433	75.10%	79.9%	76.0%
Fluent English Proficient (FEP)	31	36	43	9.90%	5.5%	7.5%
Reclassified Fluent English Proficient (RFEP)	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 not consistently increased from 2020-2021 to 2023-2024. There has been an increase in the number of students who have reclassified from 2020-21 to 2022-23 with a slight decrease in 2023-24. The number of students who reclassified declined from 29 in the 2022-2023 school year to 21 students reclassifying in the year 2023-24 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. Additionally, we have an ISP supporting our ELs in speaking, reading and writing. Our ISP will continue to support our EL students next year.

Because a majority of McKinna students are designated as English Language Learners for 2024-25, 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 2024-25 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	97	14	14%	10	10%	36	37%	37	38%	Level 3	823
Grade 1	71	37	52%	11	15%	17	24%	6	8%	Level 1	787
Grade 2	116	92	79%	14	12%	8	7%	2	2%	Level 1	809

Conclusions based on this data:

The Star Early Literacy results from the end of the year 2023-2024 indicate that 39% of the students in K are At/Above Benchmark, 9% of first graders are At/ Above Benchmark, and only 2% of second graders are At/ Above Benchmark. Second grade students were also assessed on Star Reading, a more complex assessment, and 3% 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	112	80	71%	18	16%	10	9%	4	4%	Level 1	828
Grade 3	74	46	62%	17	23%	6	8%	5	7%	Level 1	917
Grade 4	96	64	67%	15	16%	11	11%	6	6%	Level 1	939
Grade 5	70	34	49%	11	16%	21	30%	4	6%	Level 1	989

Conclusions based on this data:

The Star Reading results from end of the year 2023-2024 indicate only 3% of second grade students are At/Above Benchmark, 6% of third grade students are At/ Above Benchmark, 6% of fourth grader students are At/ Above Benchmark, and 6% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the Star Reading assessment. As a staff, we need to ensure our focus is on strong first instruction and on 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. 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	72	18	25%	25	35%	24	33%	5	7%	Level 2	848
Grade 2	102	65	64%	27	26%	8	8%	2	2%	Level 1	867
Grade 3	86	42	49%	23	27%	19	22%	2	2%	Level 1	942
Grade 4	95	54	57%	26	27%	13	14%	2	2%	Level 1	955
Grade 5	68	34	50%	18	26%	7	10%	9	13%	Level 1	1025

Conclusions based on this data:

Our Star Math assessments indicate 7% of our first grade students are At/Above Benchmark. 3% of 2nd grade students are At/Above Benchmark. 2% of third grade students are At/Above Benchmark. 2% of fourth grade students are At/Above Benchmark and 13% of our 5th grade students are At/Above Benchmark. As educators we have a difficult job ahead of us. We need to use this 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.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		83	99		83	98		83	98		100.0	99.0
Grade 4		100	78		99	78		99	78		99.0	100.0
Grade 5		84	88		84	88		84	88		100.0	100.0
All Grades		267	265		266	264		266	264		99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2351.		7.23	5.10		14.46	11.22		27.71	26.53		50.60	57.14
Grade 4		2383.	2379.		5.05	5.13		11.11	14.10		17.17	14.10		66.67	66.67
Grade 5		2426.	2422.		3.57	5.68		14.29	12.50		19.05	25.00		63.10	56.82
All Grades	N/A	N/A	N/A		5.26	5.30		13.16	12.50		21.05	22.35		60.53	59.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.14		50.60	60.20		42.17	32.65
Grade 4		2.02	5.13		59.60	56.41		38.38	38.46
Grade 5		4.76	4.55		57.14	54.55		38.10	40.91
All Grades		4.51	5.68		56.02	57.20		39.47	37.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.08		44.58	43.88		53.01	52.04
Grade 4		2.04	3.85		41.84	37.18		56.12	58.97
Grade 5		3.61	5.68		44.58	40.91		51.81	53.41
All Grades		2.65	4.55		43.56	40.91		53.79	54.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.16		65.06	63.27		26.51	28.57
Grade 4		1.01	6.41		74.75	64.10		24.24	29.49
Grade 5		3.57	5.68		69.05	65.91		27.38	28.41
All Grades		4.14	6.82		69.92	64.39		25.94	28.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.06		56.63	65.31		36.14	31.63
Grade 4		2.02	3.85		61.62	60.26		36.36	35.90
Grade 5		3.57	6.82		57.14	61.36		39.29	31.82
All Grades		4.14	4.55		58.65	62.50		37.22	32.95

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The preliminary CAASPP results for 2023-24 show growth in the percentage of students who met or exceed proficiency in ELA in grade 5 when compared to the 2022-23 results. However, our data is similar or in some cases, lower for grades 3rd and 4th. In ELA this year, 3rd graders scored 21%, a decrease from 2022-23 from 23% proficient. 4th graders scored 11% proficient, a decrease from 13% proficiency in 2022-23. 5th grade shows an increase from 14 to 21% proficient in ELA. Our students are performing low in reading and writing and this is affecting the CAASPP results. McKinna has much work ahead of us to ensure our students become stronger readers, writers and overall students.

During the 2023-24 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		83	99		83	99		83	99		100.0	100.0
Grade 4		100	78		98	78		98	78		98.0	100.0
Grade 5		84	88		84	88		84	88		100.0	100.0
All Grades		267	265		265	265		265	265		99.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2361.		3.61	7.07		8.43	16.16		26.51	13.13		61.45	63.64
Grade 4		2395.	2384.		1.02	1.28		7.14	12.82		29.59	21.79		62.24	64.10
Grade 5		2387.	2426.		1.19	3.41		4.76	11.36		10.71	23.86		83.33	61.36
All Grades	N/A	N/A	N/A		1.89	4.15		6.79	13.58		22.64	19.25		68.68	63.02

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.11		30.12	29.29		61.45	59.60
Grade 4		4.08	1.28		34.69	30.77		61.22	67.95
Grade 5		0.00	3.41		17.86	40.91		82.14	55.68
All Grades		4.15	5.66		27.92	33.58		67.92	60.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	9.09		37.35	32.32		56.63	58.59
Grade 4		3.06	3.85		40.82	35.90		56.12	60.26
Grade 5		2.38	5.68		30.95	38.64		66.67	55.68
All Grades		3.77	6.42		36.60	35.47		59.62	58.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.07		63.86	50.51		32.53	42.42
Grade 4		2.04	3.85		41.84	41.03		56.12	55.13
Grade 5		1.19	3.41		36.90	57.95		61.90	38.64
All Grades		2.26	4.91		47.17	50.19		50.57	44.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The overall math CAASPP data documented above shows some progress as measured by this summative assessment. In 2023-24 preliminary scores, 3rd grade decreased from 16% proficient in 2022-23 to 11%. 4th grade scored 19% proficient, a 3-point decrease from 2022-23. 5th grade scored 28% proficiency, an 11-point increase from 2022-23. The growth for 5th grade may be attributed 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 Zearn math supplemental materials and math tutoring focusing on the SBAC. It was a surprise to see 3rd grade and 4th grade show a slight decrease. 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. Many of our students are performing below grade level in reading and writing and this is affecting the overall scores on the Math CAASPP.

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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1391.1	1429.8		1400.9	1381.5		1367.8	56	0	97
1	1433.9	1434.6	1419.0	1456.2	1454.4	1423.7	1411.1	1414.3	1413.7	66	64	92
2	1466.5	1464.2	1451.2	1481.0	1469.3	1450.9	1451.6	1458.8	1451.0	75	90	69
3	1465.8	1484.9	1476.7	1459.8	1486.1	1475.8	1471.3	1483.2	1477.1	91	57	76
4	1490.9	1514.3	1499.4	1490.6	1519.9	1502.6	1490.8	1508.3	1495.7	66	83	47
5	1487.8	1524.5	1517.9	1487.8	1518.7	1516.5	1487.2	1529.8	1518.9	58	60	50
All Grades										412	354	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.19	37.50		25.77	37.50		38.14	17.86		29.90	56		97
1	7.58	4.69	5.43	25.76	23.44	22.83	34.85	39.06	39.13	31.82	32.81	32.61	66	64	92
2	14.86	8.99	4.35	28.38	38.20	36.23	41.89	34.83	37.68	14.86	17.98	21.74	74	89	69
3	3.33	10.53	9.21	22.22	33.33	32.89	46.67	43.86	35.53	27.78	12.28	22.37	90	57	76
4	6.06	21.69	21.28	30.30	43.37	21.28	48.48	21.69	38.30	15.15	13.25	19.15	66	83	47
5	3.77	18.64	14.00	28.30	45.76	50.00	43.40	25.42	24.00	24.53	10.17	12.00	53	59	50
All Grades	7.16	13.07	8.82	28.15	37.22	30.39	42.47	32.39	36.19	22.22	17.33	24.59	405	352	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		12.37	42.86		26.80	37.50		25.77	12.50		35.05	56		97
1	19.70	21.88	11.96	33.33	28.13	29.35	36.36	34.38	34.78	10.61	15.63	23.91	66	64	92
2	31.08	29.21	8.70	32.43	37.08	42.03	27.03	19.10	31.88	9.46	14.61	17.39	74	89	69
3	5.56	22.81	26.32	41.11	43.86	31.58	28.89	24.56	23.68	24.44	8.77	18.42	90	57	76
4	24.24	38.55	34.04	40.91	38.55	38.30	24.24	15.66	10.64	10.61	7.23	17.02	66	83	47
5	15.09	33.90	24.00	54.72	49.15	54.00	13.21	10.17	14.00	16.98	6.78	8.00	53	59	50
All Grades	17.04	29.83	17.87	40.25	38.92	35.03	28.15	20.45	25.29	14.57	10.80	21.81	405	352	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		1.03	7.14		14.43	67.86		60.82	19.64		23.71	56		97
1	3.03	3.13	3.26	16.67	15.63	18.48	27.27	26.56	30.43	53.03	54.69	47.83	66	64	92
2	2.70	2.25	5.80	37.84	31.46	28.99	22.97	38.20	31.88	36.49	28.09	33.33	74	89	69
3	5.56	7.02	5.26	11.11	21.05	17.11	44.44	43.86	35.53	38.89	28.07	42.11	90	57	76
4	3.03	7.23	10.64	16.67	25.30	17.02	36.36	37.35	29.79	43.94	30.12	42.55	66	83	47
5	1.89	10.17	2.00	7.55	18.64	20.00	45.28	55.93	56.00	45.28	15.25	22.00	53	59	50
All Grades	3.70	5.68	4.18	16.79	23.30	19.03	39.75	39.77	41.30	39.75	31.25	35.50	405	352	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.31	78.57		65.98	12.50		23.71	56		97
1	36.36	26.56	25.00	59.09	59.38	57.61	4.55	14.06	17.39	66	64	92
2	33.78	25.84	15.94	59.46	59.55	73.91	6.76	14.61	10.14	74	89	69
3	13.48	38.60	28.95	60.67	50.88	56.58	25.84	10.53	14.47	89	57	76
4	28.79	48.19	29.79	60.61	45.78	46.81	10.61	6.02	23.40	66	83	47
5	17.65	11.86	32.00	62.75	76.27	56.00	19.61	11.86	12.00	51	59	50
All Grades	23.38	30.97	22.27	62.94	57.67	60.56	13.68	11.36	17.17	402	352	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		14.43	60.00		41.24	25.45		44.33	55		97
1	13.85	12.50	10.87	60.00	78.13	57.61	26.15	9.38	31.52	65	64	92
2	29.73	35.96	20.29	55.41	47.19	59.42	14.86	16.85	20.29	74	89	69
3	13.33	36.84	26.32	65.56	49.12	50.00	21.11	14.04	23.68	90	57	76
4	24.24	36.59	42.55	63.64	52.44	42.55	12.12	10.98	14.89	66	82	47
5	50.94	67.80	52.00	33.96	22.03	40.00	15.09	10.17	8.00	53	59	50
All Grades	23.33	37.32	24.13	57.57	50.14	49.19	19.11	12.54	26.68	403	351	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		1.03	78.57		76.29	17.86		22.68	56		97
1	12.12	12.50	7.61	39.39	25.00	38.04	48.48	62.50	54.35	66	64	92
2	20.27	7.87	4.35	44.59	62.92	57.97	35.14	29.21	37.68	74	89	69
3	4.44	3.51	3.95	43.33	45.61	46.05	52.22	50.88	50.00	90	57	76
4	4.55	8.43	8.51	39.39	56.63	38.30	56.06	34.94	53.19	66	83	47
5	1.92	8.47	8.00	48.08	71.19	70.00	50.00	20.34	22.00	52	59	50
All Grades	8.17	8.24	5.10	47.77	53.13	54.99	44.06	38.64	39.91	404	352	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		20.62	53.57		49.48	26.79		29.90	56		97
1	1.52	3.13	3.26	36.36	59.38	54.35	62.12	37.50	42.39	66	64	92
2	4.11	16.85	14.49	56.16	58.43	50.72	39.73	24.72	34.78	73	89	69
3	6.67	17.54	11.84	64.44	66.67	67.11	28.89	15.79	21.05	90	57	76
4	4.55	15.85	19.15	75.76	68.29	48.94	19.70	15.85	31.91	66	82	47
5	1.92	23.73	10.00	65.38	61.02	74.00	32.69	15.25	16.00	52	59	50
All Grades	6.20	15.38	12.99	58.81	62.68	56.61	34.99	21.94	30.39	403	351	431

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

The need for ongoing academic English language development is confirmed by the 2023-24 ELPAC data. This data shows 21% of 1st graders scored an overall 3 or 4 on the ELPAC; 36% of 2nd graders scored an overall 3 or 4; 40% of 3rd graders scored an overall 3 or 4; 48% of 4th graders scored an overall 3 or 4; 49% of 5th graders scored an overall 3 or 4 on ELPAC. The percentage of students who scored a 4 on the ELPAC decreased in 3rd-5th grades when comparing the results from the 2022-23 school year. 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 2022-23. In addition, during the 2023-24 school year, only 21 of the English Learners in grades 3rd-5th were reclassified. 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 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 2024-25 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
600	**94.5**	**78.7**	**0.7**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	472	78.7
Foster Youth	4	0.7
Homeless	83	13.8
Socioeconomically Disadvantaged	567	94.5
Students with Disabilities	66	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3
Asian	1	0.2
Hispanic	589	98.2
Two or More Races	3	0.5
Pacific Islander	4	0.7
White	1	0.2

Conclusions based on this data:

The data above is based on a CALPADS report from 2023-24. McKinna's significant ethnic subgroup is Hispanic/Latino, with 98.2% of 584 students classified as Hispanic/Latino. 78.7% of our students are English Learners where Spanish or Mixteco is their primary language. All ethnic groups have 4 or fewer students and do not qualify as

a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 94.5% of McKinna's students classified as Socioeconomically Disadvantaged, 13.8% as homeless and 11% 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 the District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. The overall Dashboard detail for the Fall of 2023 demonstrates that McKinna is very low in ELA but made some growth in 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
84.1 points below standard	89.5 points below standard	2 Students
Decreased -3.6 points	Decreased -4.2 points	
257 Students	213 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
93.3 points below standard	Red	Red
Decreased -6.1 points	83.5 points below standard	175.9 points below standard
39 Students	Decreased -3.1 points	Decreased Significantly -17.2 points
	244 Students	41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 85.1 points below standard Decreased -3.4 points 253 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	No Performance Color 0 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.2 points below standard Decreased -12.7 points 165 Students	18.1 points below standard Decreased Significantly -36.8 points 48 Students	68.3 points below standard Decreased -8.1 points 31 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 2023 Fall scores. English learners performed 89.5 points below standard proficiency for ELA demonstrating the need for implementing research based effective first instruction. In 2024-2025 we will provide professional development to our teaching staff around academic supports for our English Learners. Additionally, an ISP will provide intervention to our English Learners.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
90.7 points below standard	96.4 points below standard	2 Students
Increased +7 points	Increased +4.3 points	
257 Students	213 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
99.6 points below standard	Yellow	Red
Increased Significantly +15.4 points	91 points below standard	175.7 points below standard
39 Students	Increased +7.3 points	Decreased Significantly -23.8 points
	244 Students	41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 91.8 points below standard Increased +6.7 points 253 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	No Performance Color 0 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116 points below standard Decreased -7.3 points 165 Students	29.3 points below standard Increased +3.6 points 48 Students	75.4 points below standard Increased Significantly +20.9 points 31 Students

Conclusions based on this data:

The above data from the 2023 CAASPP for math shows that all McKinna's significant subgroups performed very low academically in this area, including Socioeconomically Disadvantaged and Hispanic students and English Learners. The English learners performed 116 points below standard where the English only group scored 75.4 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
41.3% making progress towards English language proficiency
Number of EL Students: 223 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.

2023 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**
42	89	3	89

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 2023 fall dashboard. Out of the 223 McKinna students assessed, 39.9% progressed one ELPI level, 1.3% maintained a level 4, and 18.8% decreased a level. The school wide focus for 2024-25 continues to be language/oracy development which includes literacy and writing across all 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
31.7% Chronically Absent	32.1% Chronically Absent	4 Students
Declined -1	Increased 2.4	
624 Students	496 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
35.4% Chronically Absent	32.3% Chronically Absent	35.7% Chronically Absent
Declined -13	Declined -0.7	Maintained -0.1
99 Students	591 Students	84 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 31.8% Chronically Absent Declined -0.9 613 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student

Conclusions based on this data:

The 2023 Fall Dashboard indicates we declined by 1% which is an improvement when compared to last year. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows very high chronic absenteeism in subgroups including English learners and students with disabilities. We need to continue being 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.7% suspended at least one day	1.9% suspended at least one day	4 Students
Increased 0.9	Increased 1.1	
644 Students	513 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
1.9% suspended at least one day	1.8% suspended at least one day	3.6% suspended at least one day
Increased 1.9	Increased 1	Increased 3.6
106 Students	608 Students	84 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 1.6% suspended at least one day Increased 0.7 633 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student

Conclusions based on this data:

Overall, during the 2022-2023 school year, we increased our suspension rate by 1.7 %. The 2023 Fall Dashboard indicates that English learners, socioeconomically disadvantaged, Hispanic students, homeless and students with disabilities are the students that are being suspended. These are the students we will focus on to ensure they are engaged positively at McKinna. 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 2024-25 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster students, SpEd, homeless and low socio economic students will reach high academic standards in reading and mathematics.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Star Early Literacy - English & Spanish - Grades K-2	End of Year 2024: The percentage of students at each level: K English: results for 93 Students At or Above benchmark- level 4: 36 students or 39% On watch-level 3: 34 students or 37% Intervention-level 2: 13 students or 14% Urgent Intervention - level 1: 14 or 15% K Spanish: results for 93 students At or above benchmark- level 4: 76 students or 84% On watch-level 3: 3 students or 3% Intervention-level 2: 7 students or 8% Urgent Intervention - level 1: 5 students or 5% 1st Grade- English: results for 72 students At or above benchmark- level 4: 6 students or 9% On watch-level 3: 17 students or 24% Intervention-level 2: 11 students or 16% Urgent Intervention - level 1: 36 students or 51% 1st Grade- Spanish: results for 72 students At or above benchmark- level 4: 31 students or 43% On watch-level 3: 11 students or 15% Intervention-level 2: 18 students or 25% Urgent Intervention - level 1: 12 students or 17% 2nd Grade- English: results for 119 students At or above benchmark- level 4: 2 student or 2% On watch-level 3: 8 students or 7% Intervention-level 2: 14 students or 12% Urgent Intervention - level 1: 89 students or 79% 2nd Grade- Spanish: results for 119 students At or above benchmark- level 4: 62 students or 53% On watch-level 3: 18 students or 13% Intervention-level 2: 15 students or 13% Urgent Intervention - level 1: 21 students or 18%	End of the Year 2025: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.

Star Reading - English & Spanish - Grades 2-5	End of Year 2024: The percentage of students at each level: 2nd Grade- English: results for 119 students At or above benchmark- level 4: 4 students or 3% On watch-level 3: 10 students or 9% Intervention-level 2: 16 students or 14% Urgent Intervention - level 1: 86 students or 74% 2nd Grade- Spanish: results for 119 students At or above benchmark- level 4: 34 students or 36% On watch-level 3: 17 students or 18% Intervention-level 2: 27 students or 28% Urgent Intervention - level 1: 17 students or 18% 3rd Grade- English: results for 87 students At or above benchmark- level 4: 5 students or 6% On watch-level 3: 7 students or 8% Intervention-level 2: 20 students or 24% Urgent Intervention - level 1: 51 students or 61% 3rd Grade- Spanish: results for 87 students At or above benchmark- level 4: 34 students or 40% On watch-level 3: 15 students or 18% Intervention-level 2: 16 students or 19% Urgent Intervention - level 1: 19 students or 23% 4th Grade- English: results for 96 students At or above benchmark- level 4: 6 students or 6% On watch-level 3: 11 students or 12% Intervention-level 2: 15 students or 16% Urgent Intervention - level 1: 63 students or 66% 4th Grade- Spanish: results for 96 students At or above benchmark- level 4: 29 students or 31% On watch-level 3: 6 students or 6%	End of the Year 2025: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	Intervention-level 2: 28 students or 29% Urgent Intervention - level 1: 32 students or 34% 5th grade- English: results for 70 students At or above benchmark- level 4: 4 students or 6% On watch-level 3: 21 students or 31% Intervention-level 2: 11 students or 16% Urgent Intervention - level 1: 32 students or 47% 5th grade- Spanish: results for 70 students At or above benchmark- level 4: 29 students or 45% On watch-level 3: 6 students or 9% Intervention-level 2: 15 students or 23% Urgent Intervention - level 1: 15 students or 23%	
Star Math Grades - English - Grades 1-5	End of Year 2024: The percentage of students at each level: 1st grade- Math: results for 72 students At or above benchmark- level 4: 5 students or 7% On watch-level 3: 24 students or 34% Intervention-level 2: 29 students or 41% Urgent Intervention - level 1: 17 students or 24% 2nd grade- Math: results for 119 students At or above benchmark- level 4: 3 students or 3% On watch-level 3: 9 students or 8% Intervention-level 2: 27 students or 23% Urgent Intervention - level 1: 78 students or 67% 3rd grade- Math: results for 87 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 19 students or 23% Intervention-level 2: 23 students or 27% Urgent Intervention - level 1: 40 students or 48%	End of the Year 2025: Students will demonstrate growth by moving at least one or two levels across the different bands on Star. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

	4th grade- Math: results for 96 students At or above benchmark- level 4: 2 students or 2% On watch-level 3: 13 students or 14% Intervention-level 2: 25 students or 27% Urgent Intervention - level 1: 54 students or 57% 5th grade- Math: results for 70 students At or above benchmark- level 4: 9 students or 13% On watch-level 3: 7 students or 10% Intervention-level 2: 18 students or 27% Urgent Intervention - level 1: 33 students or 49%	
Reclassification Rate	23-24 Number of EL students that reclassified: 21	24-25 Increase the number of English Learner reclassifications by 30% to 27 students.
CAASPP ELA - Grades 3-5	23-24 Preliminary results by level: 3rd Grade Standard Exceeded: 3% Standard Met: 8% Standard Nearly Met: 31% Standard Not Met: 56% 4th Grade Standard Exceeded: 4% Standard Met: 11% Standard Nearly Met: 19% Standard Not Met: 64% 5th Grade Standard Exceeded: 11% Standard Met: 18% Standard Nearly Met: 26% Standard Not Met: 43%	24-25 The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 20% in each grade level.
CAASPP Math - Grades 3-5	23-24 Preliminary results by level: 3rd Grade Standard Exceeded: 1% Standard Met: 20% Standard Nearly Met: 21% Standard Not Met: 57% 4th Grade Standard Exceeded: 2% Standard Met: 9%	24-25 The number of students scoring "Met Standard" or "Exceeded Standard" will increase by 20% in each grade level.

	Standard Nearly Met: 27% Standard Not Met: 61% 5th Grade Standard Exceeded: 10% Standard Met: 11% Standard Nearly Met: 25% Standard Not Met: 52%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional materials and supplies will be provided for use at school and home to enhance academic achievement, promote social-emotional development and encourage home-school connection through family engagement. Spanish and English Books will be purchased to support English learner language acquisition. Incentives will be purchased to support academic growth, attendance and positive behavior.	All Students English Learners Students with Disabilities	60,448 LCFF 4000-4999: Books And Supplies Materials and Supplies 1,000 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies 1,500 LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics
1.2	Teachers will focus on Common Core Standards and monitor learning with the support of site purchased resources and District adopted resources, assessments (Star, 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.	English Learners Students with Disabilities Socioeconomically Disadvantaged All Students	District Funded 4000-4999: Books And Supplies Curriculum and assessments Materials & Supplies - See goal 1.1
1.3	One ISP will be hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing and math. One ISP will support English Learners in reading, writing, listening and speaking.	English Learners All Students	33,253 Title I 1000-1999: Certificated Personnel Salaries ISP: salary & benefits 25,908 Title III 1000-1999: Certificated Personnel Salaries ISP: salary & benefits
1.4	Grade level and cross grade level PLCs and PDs will be held 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. I	All Students Socioeconomically Disadvantaged English Learners Students with Disabilities	3,674 LCFF 1000-1999: Certificated Personnel Salaries Teacher: extra hours 9,582 Title I

	Professional development will be provided in Canvas, educational technology, balanced literacy, math, reading, writing, academic language development, data analysis, designated and integrated ELD and Spanish Language Development. This training to be provided by teachers, TOSAs and administrator. Teachers will also provide tutoring.		1000-1999: Certificated Personnel Salaries Teacher: extra hours
1.5			
1.6	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.	English Learners Socioeconomically Disadvantaged Students with Disabilities All Students	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits
1.7	District funded Literacy Teacher to provide reading intervention to address learning gaps for targeted students.	All Students Students with Disabilities English Learners Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher: salary
1.8	Conduct 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.	English Learners Students with Disabilities Socioeconomically Disadvantaged All Students	24,491 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes District Funded 1000-1999: Certificated Personnel Salaries Psychologist, teachers, counselor: salaries District Funded 2000-2999: Classified Personnel Salaries ORC: Classified salary
1.10	Teachers will promote and monitor independent reading through district funded resources like MyON, AR and Lexia.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Program contracts
1.11	The Leadership Team will operate as a PLC to examine data and develop and evaluate action plans for strengthening instruction and across all content areas.	All Students	See Goal 1.4-Teacher extra hours
1.12	Teachers will use subscriptions and applications to support a classroom structure to allow for small group instruction and support our English Learners. Subscriptions will also be used to support with reading and math interventions.	English Learners All Students	1,224 Title III 5000-5999: Services And Other Operating Expenditures App licenses

			2,500 LCFF 5000-5999: Services And Other Operating Expenditures Subscriptions, apps & publications, 3,000 LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Subscriptions, apps & publications
1.13	Classified staff will provide extra support and assistance for special projects including supervision and translation for conferences, parent meetings, outreach and trainings for families.	English Learners Students with Disabilities Socioeconomically Disadvantaged Homeless	612 LCFF 1000-1999: Certificated Personnel Salaries Counselor: extra hours 797 Title I 2000-2999: Classified Personnel Salaries Clerical OT 857 Title I 1000-1999: Certificated Personnel Salaries Counselor: extra hours 1,374 LCFF 2000-2999: Classified Personnel Salaries Campus supervisor: extra hours 687 LCFF 2000-2999: Classified Personnel Salaries Child Care 687 Title I 2000-2999: Classified Personnel Salaries ORC: extra hours 1,374 LCFF 2000-2999: Classified Personnel Salaries Clerical Substitute 2,747 LCFF 2000-2999: Classified Personnel Salaries Clerical OT 1,374 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: extra hours 686 LCFF

			2000-2999: Classified Personnel Salaries Custodial OT
1.14	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.	English Learners	See Goal 1.4-Teacher extra hours 7,000 Title III 5000-5999: Services And Other Operating Expenditures Travel and conference 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Travel and conference
1.15	Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.	All Students	6,646 Title I 5000-5999: Services And Other Operating Expenditures Field trips-transportation 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Field trips-transportation 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Services and Entrance Fees 4,500 Title I 5000-5999: Services And Other Operating Expenditures Services and entrance fees
1.16	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.	All Students	No additional cost
1.17	Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.	All Students	6,000 LCFF 4000-4999: Books And Supplies Computer supplies, software and equipment
1.18	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. A Teacher Liaison will be designated for the After School Program to coordinate communication	All Students	ASES 5000-5999: Services And Other Operating Expenditures Program materials & operating costs

	between the program and the regular school day and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.		ASES 1000-1999: Certificated Personnel Salaries Teacher liaison
1.19	Library media support personnel will promote literacy, oversee instructional materials, and update the McKinna website.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library Media Tech: salary 1,373 LCFF 2000-2999: Classified Personnel Salaries Library Media Tech: extra hours
1.20	Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety. Social stories and visual schedules and signs will be used to support students with IEPs and 504s.	All Students English Learners Students with Disabilities Socioeconomically Disadvantaged	1,000 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements 3,000 LCFF 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs
1.21	Tutoring and enrichment opportunities will be made available for students to improve academic achievement.	English Learners Students with Disabilities All Students	Teacher extra help-See Goal 1.4
1.24	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.	English Learners	Materials-See Goal 1.2
1.25	Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.	All Students	Materials and supplies-See Goal 1.1
1.26	A music/piano teacher will provide music to our students on a rotating schedule.	All Students	109,358 Prop 28 1000-1999: Certificated Personnel Salaries Teacher: salary & benefits
1.27			
1.31			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's school wide focus for the 2023-2024 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 Strategic Plan and OSD pedagogy, McKinna's emphasis was on standards-based instruction. Teachers were subbed out throughout the year to gain an understanding of and sequence their biliteracy units which would help in their planning of lessons. Classroom visits were followed with feedback focusing on ways to improve instruction. Staff meetings and PLC meetings focused on reviewing data and planning. 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. Additionally, our staff meetings shifted focus to support instruction. 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 did not make academic gains in math or ELA as measured by the CAASPP, except in grade 5th. Unfortunately, some of the changes implemented this year such as refocusing our staff meetings, occurred in the middle of the year and were perhaps the reason why we did not see the growth we expected. The goal is for us to be more consistent and focused during our staff meetings and our collaborations.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our goal was to provide support to our English Learners through small group instruction focusing on reading and writing. However, our ISP did not begin work until the end of the school year. This could have impacted the academic progress of our LTELs and ELs. 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. McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, which will be 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 5th grade in both ELA and Math on the CAASPP assessment we did not see these gains in the other grade levels. The 2024-25 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 2024-25 school year instructional plan provides the roadmap and resources for ensuring all students have access to technology and resources within a cohesive District wide plan for 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. However, a significant amount of money will continue to be set aside to release teachers to plan with their grade level teams and strengthen their day to day plans. 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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	23-24 The average attendance was 92.66%.	24-25 Attain an annual average attendance rate of 95% or higher.
Office Discipline Referrals	23-24 There were 547 referrals.	24-25 Decrease the number of office referrals by 10% to 441.9.
Suspension Rate	23-24 The number of suspensions: 6	24-25 Decrease the number of suspensions by 20%. to 4.8
Panorama Survey - Student SEL competencies and learning supports/environments.	23-24 Spring Results: Growth Mindset-57% Self-Management- 61% Social Awareness- 62% Emotion Regulation- 50% Teacher Student Relationships- 69% Sense of Belonging- 58% Engagement-59%	24-25 To increase 10% in all areas.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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. 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. Positive student behavior will be reinforced through incentives.	English Learners Socioeconomically Disadvantaged Students with Disabilities Foster Youth Homeless	District Funded 5000-5999: Services And Other Operating Expenditures Professional development See Goal 1.1 - behavior incentives
2.4	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. Attendance incentives wil be proivded to encourage positive attendance.	Socioeconomically Disadvantaged Students with Disabilities Hispanic Homeless	District Funded 2000-2999: Classified Personnel Salaries ORC, Social worker, Attendance Tech, Counselor: salaries See Goal 1.1 - attendance incentives
2.5	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.	Students with Disabilities Foster Youth Homeless Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC, Social worker: salaries
2.6	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified salaries & benefits See Goal 1.13 - classified extra hours
2.7			

2.8	Additional playground activities,(ie. games, play equipment and resources) added to promote social-emotional well being.	All Students	See Goal 1.1-activity materials.
2.9	Safety drills to reinforce safety and crisis response preparation. PBIS Team will review and revise Safety Plan. Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.	All Students	No additional cost
2.10	Student discipline data will be monitored on an ongoing basis to inform intervention needs.	All Students	No additional cost
2.11	Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time.	All Students	See Goal 1.2 - teacher extra time
2.12	Establish MTSS behavior model with Intervention Support Team. The model will be referenced during 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.	English Learners Students with Disabilities Socioeconomically Disadvantaged Foster Youth	See Goal 1.2 - teacher extra time
2.13	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. Social-emotional learning through counselor led community circles, individual and small group instruction, ongoing monitoring through Panorama. Our school counselor will do SEL lessons in the classroom to reinforce positive behavior and provide social emotional supports. The counselor will plan and organize school wide activities to support Tier 1.	Socioeconomically Disadvantaged Students with Disabilities Homeless All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor & ORC District Funded 2000-2999: Classified Personnel Salaries ORC District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for Social Worker through Healthy Start County Program
2.16	Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.	All Students	Common Sense Media Program (no cost), no additional cost
2.17	Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development	All Students	No additional cost

	and civic responsibility. Our Student Leadership group will create safety videos to share with all students.		
2.18	TK-5th grades will take the Panorama survey 3 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.		District Funded 5000-5999: Services And Other Operating Expenditures Software contract

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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. We had many behavior referrals and need to ensure our students learn to be kind and empathetic with their peers. Additionally, our attendance rates improved but we need to continue to grow in this area. Our suspensions rate increased. As a school we need to strengthen our behavior systems.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we saw a need to support many students experiencing trauma, this took our support staff away from being able to hold Tier 1 interventions and supports consistently. As a result, we failed to be consistent in preventing school wide behaviors.

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 2024-25 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 all of our students to ensure they feel connected and safe at McKinna. 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. Next year, we need to focus on character traits so that our students learn to be kind with each other. We will have raffles for students who are following McKinna behavior expectations and following character traits to be kind. Lunch with the principal will be initiated in an effort to motivate our students to be kind and empathetic. There is a need to revisit our progressive discipline matrix and school wide expectations need to be communicated regularly with our students, staff and families. 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 2024-2025 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 student.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events, such as SSC and ELAC.	23-24 ELAC Average Attendance was 22 parents. SSC Average Attendance was 9 parents.	Increase ELAC and SSC parent participation by 50% to 44 for ELAC and 18 for SSC.
EL Parent Needs Assessment	23-24 90.9% of parents always feel welcomed. 90.9% of parents feel they are partners in their child's education.	Increase by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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 and culture and climate. 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.		District Funded 5000-5999: Services And Other Operating Expenditures Parent Square contract District Funded 2000-2999: Classified Personnel Salaries Site Tech: Salary
3.2	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.		No additional cost
3.4	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.		See Goal 1.4
3.5	Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.		825 Title I 2000-2999: Classified Personnel Salaries Verbal Translation: Extra hours 1,374 Title III 2000-2999: Classified Personnel Salaries Verbal Translation: OT
3.6	Site support staff will provide workshops on parenting and child development including spearheading workshops through outside county agencies.		See Goal 1.4
3.7	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.		No additional cost
3.8	Incoming parent meetings will be held to familiarize parents with transition from pre-K to Tk/Kindergarten and 5th grade to middle school. TK/K Orientations will be held to support our incoming students and families.		See Goal 1.4

3.9	Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.		See Goal 1.4
3.10	Provide parent leadership and training opportunities through Project 2 Inspire and ELAC.		
3.11	Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.		No addiitonal cost
3.13			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

McKinna considers families the most essential partners in achieving goals within the SPSA. During the 2023-24 school year we provided our families with many opportunities to connect with our school and work collaboratively to ensure the success of all students. We saw an increase in PTA parents volunteering at various events throughout the school year. We also saw in increase in parents supporting various school events like setting up for our ST Math Celebrations. We also had many families participate in our Family Friday events where many parents/guardians came to read with their children. However, as we transitioned our ELAC meetings to in person, we saw a drop in parent attendance. There was also a decrease in parents completing the Needs Assessment Survey. This indicates the need to try different strategies to increase parent participation at our various meetings and support them with completing surveys as many of our families need support with technology. 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.

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 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.

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 transitioned to in person meetings we did see a decline in parents participating in ELAC and SSC. Next year we will hold hybrid meetings to allow our parents to join virtually and in person. This will provide them choices and facilitate their participation in our meetings. We also need to have our ORC and Technology Tech provide more opportunities to support our families in completing the digital Needs Assessment surveys.

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 the academic apps and reclassification meetings. Parent workshops will be offered during the 2024-25 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 events once a trimester to showcase the work of our students and allow our families an opportunity to view their work. Furthermore, we continue with our Family Fridays to allow our families to 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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$92,653
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$327,851.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$57,147.00
Title III	$35,506.00

Subtotal of additional federal funds included for this school: $92,653.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$121,840.00
LCFF - Intervention	$4,000.00
Prop 28	$109,358.00

Subtotal of state or local funds included for this school: $235,198.00

Total of federal, state, and/or local funds for this school: $327,851.00

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	57,147	0.00
Title III	35,506	0.00
LCFF	121,840	0.00
LCFF - Intervention	4,000	0.00
Prop 28	109,358	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	121,840.00
LCFF - Intervention	4,000.00
Prop 28	109,358.00
Title I	57,147.00
Title III	35,506.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	207,735.00
2000-2999: Classified Personnel Salaries	13,298.00
4000-4999: Books And Supplies	67,448.00
5000-5999: Services And Other Operating Expenditures	39,370.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	28,777.00

2000-2999: Classified Personnel Salaries	LCFF	9,615.00
4000-4999: Books And Supplies	LCFF	66,448.00
5000-5999: Services And Other Operating Expenditures	LCFF	17,000.00
4000-4999: Books And Supplies	LCFF - Intervention	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	3,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	109,358.00
1000-1999: Certificated Personnel Salaries	Title I	43,692.00
2000-2999: Classified Personnel Salaries	Title I	2,309.00
5000-5999: Services And Other Operating Expenditures	Title I	11,146.00
1000-1999: Certificated Personnel Salaries	Title III	25,908.00
2000-2999: Classified Personnel Salaries	Title III	1,374.00
5000-5999: Services And Other Operating Expenditures	Title III	8,224.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	325,652.00
Goal 3	2,199.00

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
Marilyn Barrinuevo	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Maria Aspera	Other School Staff
Lucero Ortiz	Parent or Community Member
Seyla Garcia	Parent or Community Member
Deicy Caamano	Parent or Community Member
Faviola Lopez	Parent or Community Member
Alejandra Lopez	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
	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 4-16-24 and 5-21-24.

Attested:

Principal, Erika Ragan on 4-16-24

SSC Chairperson, Marilyn Barrinuevo on 4-16-24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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
Juana Villalobos	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 4-16-24 and 5-21-24.

Attested:

	Principal, Erika Ragan on 4-16-24
	SSC Chairperson, Marilyn Barrinuevo on 4-16-24

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	May 16, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Ramona Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ramona Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Ramona Elementary School is committed to fulfilling the mission and vision of the Oxnard School District and its own Mission and Vision. The following demographics are represented in the school: 99.8% is of Hispanic descent, 95.9% are socioeconomically disadvantaged, and 87.6% 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. The Mission and Vision of Ramona School is as follows. Mission: We provide effective first instruction, promote a safe learning environment where students feel free to experiment and produce critical thinkers. Vision: Ramona school is committed to preparing all students with the social, emotional and academic skills necessary to learn and compete at the higher levels in a safe learning environment.

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 Biliteracy Program is critical to the school's approach, emphasizing biliteracy and cultural awareness. The Biliteracy Program aims for students to become bilingual, bi-literate, and socio-culturally competent through a rigorous academic program 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.

Educational Partner Involvement

How, when, and with whom did Ramona Elementary 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

Ramona Elementary's School Plan for Student Achievement (SPSA) undergoes a thorough involvement process with key educational partners. Here's a summary:

1. School Leadership Team: This team, comprising administrators, teachers, and staff, leads the SPSA development, assessing needs, setting goals, and devising strategies for student achievement.

2. Title I and ELAC Meetings: Parents engage with the SPSA during Title I and ELAC meetings, offering insights and recommendations.

3. Parent Recommendations: ELAC and parent groups provide recommendations based on their perspectives.

4. School Site Council (SSC) Review: The SSC, with parent, community, teacher, and administrator representation, scrutinizes the plan for alignment with school goals.

5. June Meeting: The SPSA undergoes a comprehensive review during the June SSC meeting before final approval.

6. Collaboration of Parent Committees: Parent groups like PTA, ELAC, SSC, and Title I actively contribute to plan development, ensuring parental perspectives are integrated.

7. SPSA Approval: The SSC endorses the finalized SPSA, signifying collective support and alignment with the school's vision.

Through this inclusive process, Ramona Elementary ensures diverse educational partner involvement contribute to a well-informed SPSA, enhancing student achievement and overall success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The required needs assessment at Ramona Elementary has identified several resource inequities, as described below:

1. Classified Substitutes: Classified substitutes have been a challenge throughout the year, with inadequate availability to cover different positions within the school, especially campus supervisors, para educators, and office staff. 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. The 2024-2025 school year will provide Ramona with five 5.75 hours campus supervisors, an increase of 30 minutes of supervision daily.

2. 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, Myon/Epic Reading, and Rosetta Stone 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts is in red. Students at Ramona are not meeting English Language Arts standards. To address this low performance and to improve student outcomes, data such as Star reading and formative assessments aligned to standards will be analyzed to support and emphasize first instruction and MTSS needs. Star reports will be used for student groupings. These student group needs will be the focus during the review of a Biliteracy Framework Unit (BUF) for planning- Storyline, Big Ideas, Outcomes, Summative, Formative Assessments and Standards. Teachers in collaboration and with the support of the DLI TOSA will co-develop Instructional Sequence Charts during power planning time, review and deconstruct the standards, standard progression and evidence statement. The DLI TOSA will model lessons that include oracy, reading, writing and word study and observing teacher will provide feedback. The TOSA and teachers will meet to discuss student outcomes of standard mastery. Then the teacher and TOSA roles will reverse and the teacher will teach a standard based lesson prepared with the TOSA. Additionally, we have an ISP working with 3rd-5th grade students in a small group intervention setting focusing on targeted standards skills identified through data such as Star reading and formative assessments aligned to standards. These student groups rotate every 6-8 weeks, depending on the student progress made. Title I funds will be used to support data analysis and assessment efforts to identify students in need of intervention, monitor their progress, and adjust instructional strategies as needed.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students groups in red in ELA are English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Student groups in math in red are Students with Disabilities. To address this low performance and to improve student outcomes, data such as Star reading and formative assessments aligned to standards will be analyzed to support and emphasize first instruction and MTSS needs. Star reports will be used to for student groupings. Teachers in collaboration and with the support of the DLI TOSA will co-develop Instructional Sequence Charts during power planning time, review and deconstruct the standards, standard progression and evidence statement. Additionally, we have an ISP working with 3rd-5th grade students in a small group intervention setting focusing on targeted standards skills identified through data such as Star math and formative assessments aligned to standards. The specialized program, IXL and lessons identifying the specific skill are assigned to students during and intervention session with the ISP. These student groups rotate every 6-8 weeks, depending on the student progress made. Title I funds will be used to provide this additional instructional support to students who are struggling academically. This might include small group instruction, one-on-one tutoring, or specialized programs tailored to meet the needs of individual students. In addition, we need to ensure that our Hispanic students have the benefit of culturally proficient teaching practices and that they see themselves in the materials we purchase as a site. Our ORC connects socio-economically disadvantaged families with community services so that they can assure their basic needs are met in order to better be able to support their children's educations. The academic and social-emotional needs of our students with disabilities will be addressed through their IEPs and with frequent monitoring.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Teacher observations have shown that the implementation of BUF units has not been conducted with fidelity, hence first instruction power lesson planning with the DLI TOSA described above will support with this standard targeted instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ramona Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0.17%	0.18%		1	1
Filipino	%	0%	%		0	
Hispanic/Latino	99.80%	99.83%	99.82%	507	578	569
Pacific Islander	%	0%	%		0	
White	0.20%	0%	%	1	0	
Multiple/No Response	%	0%	%		0	
			Total Enrollment	508	579	570

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	94	155	92
Grade 1	89	72	93
Grade 2	89	94	70
Grade3	80	94	93
Grade 4	80	86	90
Grade 5	76	78	86
Total Enrollment	508	579	570

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	439	507	487	79.10%	86.4%	85.4%
Fluent English Proficient (FEP)	31	27	32	13.70%	6.1%	5.6%
Reclassified Fluent English Proficient (RFEP)	21	30	25	7.3%	7.5%	5.1%

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 a decrease by 1% during the 2022-2023 school year.
2. FEP Enrollment: The number of students classified as Fluent English Proficient (FEP) has increased, from 27students in 2022-23 to 32 in 2023-24. The percentage of FEP students in the student population has also declined from 6.1% in 2022-2023 to 5.6% in 2023-2024.
3. RFEP Enrollment: The number of students classified as Reclassified Fluent English Proficient (RFEP) has decreased, with 30 students in 2022-23, and 25 students in 2023-24. The percentage of RFEP students in the student population has decreased from 7.5% to 5.1%
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 decreased. 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	98	17	17%	9	9%	23	23%	49	50%	Level 3	826
Grade 1	84	31	37%	22	26%	22	26%	9	11%	Level 2	812
Grade 2	12	10	83%	1	8%	1	8%	0	0%	Level 1	770

Conclusions based on this data:

Based on the Star Early Literacy data provided for Ramona Elementary School, the following conclusions can be drawn:

Kindergarten shows the highest percentage of students at Level 4, indicating a strong proficiency in early literacy skills. Half of the kindergarten students tested reached the highest proficiency level. First Grade has a significant drop in proficiency, with only 11% of students reaching Level 4. The majority of students are distributed across Levels 1 to 3, with the largest group being in Level 1. Second Grade has the highest percentage of students at Level 1 (83%), indicating substantial challenges in early literacy among second graders. None of the second-grade students tested achieved Level 4 proficiency.

Implications for Instruction:
Kindergarten: The data suggests that current early literacy instruction methods are relatively effective, as a substantial number of students are achieving proficiency. Continued support and enrichment activities can help maintain and improve this performance. First Grade: There is a need to address the distribution of students across proficiency levels. Focused interventions are required to support students at Levels 1 and 2 to help them progress to higher proficiency levels. Second Grade: Intensive support and remedial instruction are critical for second-grade students, given the high percentage of students at Level 1. Early identification of struggling students and targeted literacy programs will be essential to improve outcomes.

Conclusion:
The data indicates varying levels of early literacy proficiency across grades K-2 at Ramona Elementary. While kindergarten students show a promising proficiency rate, there is a notable decline in the higher grades, especially in second grade. Tailored interventions and sustained literacy programs will be vital in addressing these disparities and improving early literacy outcomes for all students.

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	71	32	45%	23	32%	10	14%	6	8%	Level 2	898
Grade 3	92	61	66%	20	22%	9	10%	2	2%	Level 1	899
Grade 4	91	62	68%	13	14%	11	12%	5	5%	Level 1	931
Grade 5	82	62	76%	10	12%	9	11%	1	1%	Level 1	943

Conclusions based on this data:

Based on the Reading data provided for Ramona Elementary School, the following conclusions can be drawn:

Grade 2 shows a relatively balanced distribution across Levels 1 to 3, with a moderate number of students reaching Level 4 proficiency. However, nearly half of the students are still below proficient (Level 1). Grade 3 has a high percentage of students at Level 1 (66%), indicating a significant number of students struggling with reading proficiency. Only a small fraction (2%) achieved Level 4 proficiency. Grade 4 mirrors the trend seen in Grade 3, with a majority of students at Level 1 (68%) and only 5% reaching Level 4 proficiency.
Grade 5 has the highest percentage of students at Level 1 (76%), suggesting increasing challenges in reading proficiency as students progress to higher grades. Only 1% of fifth graders achieved Level 4 proficiency.

Implications for Instruction:
Grade 2: While there is a need to support students at Level 1, the relatively higher percentages in Levels 2 and 3 indicate that some students are on the cusp of proficiency. Focused interventions and differentiated instruction could help more students reach Level 4. Grades 3 and 4: The data suggests significant challenges in reading proficiency, with a large majority of students at Level 1. Intensive, targeted reading interventions and support programs are essential to help these students improve their reading skills. Grade 5: The highest percentage of students at Level 1 highlights a critical need for comprehensive reading support and remediation. Early identification of struggling readers and continuous, targeted support throughout elementary school is crucial.

Conclusion:
The data indicates a trend of decreasing reading proficiency as students progress from grade 2 to grade 5 at Ramona Elementary. The high percentages of students at Level 1 in grades 3, 4, and 5 underscore the urgent need for effective reading interventions and support programs. Tailored instructional strategies and early, ongoing support will be vital in addressing these reading proficiency challenges and improving literacy outcomes for all students.

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	93	14	15%	44	47%	32	34%	3	3%	Level 2	850
Grade 2	71	27	38%	22	31%	16	23%	6	8%	Level 1	901
Grade 3	92	47	51%	26	28%	15	16%	4	4%	Level 1	936
Grade 4	90	38	42%	34	38%	13	14%	5	6%	Level 1	976
Grade 5	83	62	75%	16	19%	4	5%	1	1%	Level 1	968

Conclusions based on this data:

Based on the math data provided for Ramona Elementary School, the following conclusions can be drawn:

Grade 1 shows a promising start with only 15% of students at Level 1. A majority are distributed across Levels 2 and 3, indicating foundational math skills are being developed effectively. Grade 2 sees an increase in students at Level 1 (38%), with fewer students reaching Level 4 proficiency (8%). There is a need for targeted support to help these students improve. Grade 3 has the highest percentage of students at Level 1 (51%) among the lower grades, indicating significant challenges in math proficiency. Only a small fraction (4%) achieved Level 4 proficiency. Grade 4 reflects a similar trend with 42% of students at Level 1. The percentage of students at Level 4 remains low (6%). Grade 5 shows the most concerning data, with 75% of students at Level 1. The proficiency level drops drastically, with only 1% of students reaching Level 4.

Implications for Instruction:
Grade 1: The data suggests that early math instruction is somewhat effective, but there is room for improvement to increase the number of students reaching higher proficiency levels. Grade 2: Targeted interventions for students at Level 1 and 2 are crucial to prevent them from falling further behind. Strategies should include differentiated instruction and additional practice in key math concepts. Grade 3: The significant number of students at Level 1 indicates a need for comprehensive math support programs. Remedial instruction and personalized learning plans could help improve proficiency. Grade 4: Continued support and intervention are essential, particularly for students at Level 1. Emphasis on problem-solving skills and conceptual understanding may benefit students. Grade 5: The high percentage of students at Level 1 highlights an urgent need for intensive math remediation. Early identification and support for struggling students throughout elementary school are critical.

Conclusion:
The data indicates a trend of increasing math proficiency challenges as students progress from grade 1 to grade 5 at Ramona Elementary. The high percentages of students at Level 1 in grades 3, 4, and 5 underscore the urgent need for effective math interventions and support programs. Tailored instructional strategies and early, ongoing support will be vital in addressing these math proficiency challenges and improving outcomes for all students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		80	96		79	90		79	90		98.8	93.8
Grade 4		79	88		79	86		79	86		100.0	97.7
Grade 5		77	79		77	79		77	79		100.0	100.0
All Grades		236	263		235	255		235	255		99.6	97.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	4.44		12.66	7.78		22.78	21.11		59.49	66.67
Grade 4		2417.	2385.		5.06	2.33		18.99	16.28		29.11	19.77		46.84	61.63
Grade 5		2431.	2450.		1.30	5.06		18.18	21.52		23.38	26.58		57.14	46.84
All Grades	N/A	N/A	N/A		3.83	3.92		16.60	14.90		25.11	22.35		54.47	58.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.33		58.23	53.33		40.51	43.33
Grade 4		6.33	3.49		69.62	54.65		24.05	41.86
Grade 5		6.49	6.33		58.44	69.62		35.06	24.05
All Grades		4.68	4.31		62.13	58.82		33.19	36.86

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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	3.33		45.57	33.33		53.16	63.33
Grade 4		1.27	0.00		56.96	41.86		41.77	58.14
Grade 5		1.30	10.13		54.55	49.37		44.16	40.51
All Grades		1.28	4.31		52.34	41.18		46.38	54.51

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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	7.78		74.68	68.89		22.78	23.33
Grade 4		8.86	3.49		65.82	76.74		25.32	19.77
Grade 5		2.60	6.33		76.62	69.62		20.78	24.05
All Grades		4.68	5.88		72.34	71.76		22.98	22.35

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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	3.33		62.03	54.44		32.91	42.22
Grade 4		3.80	4.65		73.42	70.93		22.78	24.42
Grade 5		2.60	6.33		63.64	63.29		33.77	30.38
All Grades		3.83	4.71		66.38	62.75		29.79	32.55

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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 2023 and 2024, with the total number of students who met or exceeded standards decreased as follows: 3rd grade students went from 11% to 9%, 4th grade students went from 18% to 13%, and 5th grade students went from 26% to 11%. This may have been due to an issue with impelentationb toward instruciton of mastery of state standards.

In order to addres this, we will put Power Planning days in place to support grade level collaboration which inlcudes, data analysis, strategic lesson planning and student progress monitoring.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		80	95		79	95		79	95		98.8	100.0
Grade 4		79	88		79	88		79	88		100.0	100.0
Grade 5		77	79		77	79		77	79		100.0	100.0
All Grades		236	262		235	262		235	262		99.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	1.05		15.19	15.79		21.52	22.11		62.03	61.05
Grade 4		2413.	2411.		1.27	2.27		17.72	13.64		31.65	35.23		49.37	48.86
Grade 5		2414.	2441.		1.30	2.53		7.79	10.13		24.68	31.65		66.23	55.70
All Grades	N/A	N/A	N/A		1.28	1.91		13.62	13.36		25.96	29.39		59.15	55.34

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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	4.21		37.97	42.11		55.70	53.68
Grade 4		7.59	4.55		40.51	43.18		51.90	52.27
Grade 5		2.60	3.80		31.17	49.37		66.23	46.84
All Grades		5.53	4.20		36.60	44.66		57.87	51.15

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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	3.16		40.51	43.16		56.96	53.68
Grade 4		1.27	4.55		49.37	39.77		49.37	55.68
Grade 5		2.60	1.27		33.77	48.10		63.64	50.63
All Grades		2.13	3.05		41.28	43.51		56.60	53.44

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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	3.16		55.70	57.89		39.24	38.95
Grade 4		6.33	5.68		49.37	44.32		44.30	50.00
Grade 5		0.00	3.80		50.65	49.37		49.35	46.84
All Grades		3.83	4.20		51.91	50.76		44.26	45.04

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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 2023 and 2024, with the total number of students who met or exceeded standards maintained or decreased as follows: 3rd grade students mainatined at 16%, 4th grade students went from 15% to 11%, and 5th grade students went from 12% to 3%. This may have been due to an issue with impelentationb toward instruciton of mastery of state standards.

In order to addres this, we will put Power Planning days in place to support grade level collaboration which inlcudes, data analysis, strategic lesson planning and student progress monitoring.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1371.1	1405.3		1377.0	1355.8		1357.2	80	0	147
1	1424.7		1445.1	1445.8		1445.8	1403.0		1443.8	52	0	62
2	1462.4	1458.0	1454.1	1468.1	1473.0	1444.4	1456.3	1442.4	1463.3	55	82	81
3	1484.9	1482.2	1478.8	1488.3	1483.0	1477.8	1481.0	1481.0	1479.2	79	67	86
4	1506.0	1515.1	1522.1	1503.8	1504.6	1519.2	1507.8	1525.2	1524.5	55	68	63
5	1507.8	1528.1	1549.9	1506.3	1521.0	1544.5	1508.7	1534.7	1554.9	37	46	51
All Grades										358	263	490

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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		4.76	22.78		17.69	40.51		32.65	34.18		44.90	79		147
1	1.92		8.06	23.08		25.81	34.62		51.61	40.38		14.52	52		62
2	9.09	6.67	3.70	30.91	28.89	41.98	49.09	46.67	29.63	10.91	17.78	24.69	55	45	81
3	8.86	4.48	11.63	27.85	38.81	29.07	49.37	43.28	37.21	13.92	13.43	22.09	79	67	86
4	9.09	16.18	19.05	49.09	47.06	58.73	38.18	30.88	15.87	3.64	5.88	6.35	55	68	63
5	8.11	8.70	35.29	32.43	67.39	47.06	54.05	17.39	17.65	5.41	6.52	0.00	37	46	51
All Grades	6.44	9.29	11.22	30.25	45.13	33.06	43.98	34.96	31.63	19.33	10.62	24.08	357	226	490

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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		6.12	30.38		20.41	36.71		26.53	27.85		46.94	79		147
1	15.38		12.90	34.62		27.42	30.77		41.94	19.23		17.74	52		62
2	18.18	22.22	12.35	34.55	40.00	30.86	38.18	33.33	33.33	9.09	4.44	23.46	55	45	81
3	21.52	16.42	31.40	45.57	47.76	30.23	21.52	29.85	17.44	11.39	5.97	20.93	79	67	86
4	27.27	30.88	49.21	52.73	45.59	41.27	16.36	19.12	3.17	3.64	4.41	6.35	55	68	63
5	24.32	32.61	49.02	62.16	60.87	47.06	5.41	4.35	3.92	8.11	2.17	0.00	37	46	51
All Grades	17.65	25.22	22.45	41.74	48.23	30.20	26.33	22.12	22.65	14.29	4.42	24.69	357	226	490

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		2.04	10.13		6.12	54.43		55.10	34.18		36.73	79		147
1	1.92		6.45	13.46		17.74	19.23		51.61	65.38		24.19	52		62
2	3.64	0.00	4.94	29.09	15.56	34.57	38.18	40.00	30.86	29.09	44.44	29.63	55	45	81
3	6.33	1.49	3.49	15.19	20.90	24.42	45.57	46.27	37.21	32.91	31.34	34.88	79	67	86
4	5.45	5.88	7.94	27.27	41.18	42.86	41.82	42.65	33.33	25.45	10.29	15.87	55	68	63
5	5.41	6.52	21.57	5.41	30.43	25.49	62.16	52.17	50.98	27.03	10.87	1.96	37	46	51
All Grades	3.92	3.54	6.12	16.81	27.88	22.24	43.70	45.13	44.29	35.57	23.45	27.35	357	226	490

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.12	79.75		56.46	15.19		37.41	79		147
1	30.77		32.26	55.77		59.68	13.46		8.06	52		62
2	16.36	13.33	13.58	78.18	80.00	69.14	5.45	6.67	17.28	55	45	81
3	24.05	29.85	37.21	67.09	62.69	47.67	8.86	7.46	15.12	79	67	86
4	40.00	50.00	44.44	49.09	45.59	50.79	10.91	4.41	4.76	55	68	63
5	8.11	19.57	47.06	83.78	71.74	52.94	8.11	8.70	0.00	37	46	51
All Grades	20.45	30.53	25.31	68.91	62.83	56.33	10.64	6.64	18.37	357	226	490

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.12	46.84		40.14	46.84		53.74	79		147
1	7.84		9.68	66.67		61.29	25.49		29.03	51		62
2	23.64	35.56	18.52	63.64	55.56	54.32	12.73	8.89	27.16	55	45	81
3	32.88	31.34	25.88	57.53	50.75	48.24	9.59	17.91	25.88	73	67	85
4	40.38	26.47	52.38	59.62	60.29	41.27	0.00	13.24	6.35	52	68	63
5	58.33	65.22	74.51	33.33	32.61	21.57	8.33	2.17	3.92	36	46	51
All Grades	25.43	37.61	25.15	55.20	50.88	44.79	19.36	11.50	30.06	346	226	489

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		2.04	67.09		67.35	31.65		30.61	79		147
1	7.69		12.90	26.92		51.61	65.38		35.48	52		62
2	10.91	6.82	3.70	61.82	59.09	61.73	27.27	34.09	34.57	55	44	81
3	5.06	0.00	5.81	46.84	47.76	39.53	48.10	52.24	54.65	79	67	86
4	5.45	7.35	6.35	63.64	61.76	80.95	30.91	30.88	12.70	55	68	63
5	5.41	6.52	23.53	64.86	78.26	68.63	29.73	15.22	7.84	37	46	51
All Grades	5.60	4.89	7.14	55.18	60.44	61.43	39.22	34.67	31.43	357	225	490

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		10.20	39.24		53.74	51.90		36.05	79		147
1	3.92		6.45	37.25		77.42	58.82		16.13	51		62
2	7.27	0.00	15.00	49.09	51.11	62.50	43.64	48.89	22.50	55	45	80
3	8.86	13.43	16.47	72.15	74.63	64.71	18.99	11.94	18.82	79	67	85
4	12.73	27.94	33.33	70.91	66.18	57.14	16.36	5.88	9.52	55	68	63
5	2.70	15.56	35.29	75.68	73.33	64.71	21.62	11.11	0.00	37	45	51
All Grades	7.87	15.56	17.21	56.46	67.11	61.68	35.67	17.33	21.11	356	225	488

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Conclusions Based on English Learner Progress Data 2023-2024 at Ramona Elementary
Overall Performance:
The performance level for English learners is very high, indicated by a level 5 of 5 on the performance gauge.
61.8% of English learners are making progress towards English language proficiency.
This marks a significant increase of 32.3%.

The percentage of current EL students who progressed from 2022 to 2023 at least one ELPI level was from 57% to 61.8%, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H) was from 31.7% to 31.8%, or decreased at least one ELPI Level was from 11.3% to 6.4%.

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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
579	**95.9**	**87.6**	**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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	507	87.6
Foster Youth	1	0.2
Homeless	129	22.3
Socioeconomically Disadvantaged	555	95.9
Students with Disabilities	65	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	1	0.2
Hispanic	578	99.8

Conclusions based on this data:

Based on the provided data on the student population at Ramona Elementary for the 2023-2024 School year, the following conclusions can be drawn:

The demographic data for Ramona Elementary reveals significant needs related to language support, economic challenges, housing instability, cultural responsiveness, and special education.
English Learners : With 507 students, English learners constitute 87.6% of the total student population. This indicates a significant majority of the student body requires additional language support to succeed academically.
Foster Youth : There is only 1 foster youth student, making up 0.2% of the student population. This low number indicates minimal representation of foster youth in the school.

Homeless Students : There are 129 homeless students, representing 22.3% of the total population. This substantial proportion suggests a significant portion of students face housing instability, which could impact their academic performance and overall well-being.
Socioeconomically Disadvantaged : With 555 students, this group makes up 95.9% of the student population. The high percentage indicates that nearly all students face economic challenges, potentially affecting their access to resources and academic success.
Students with Disabilities : There are 65 students with disabilities, accounting for 11.2% of the student population. This proportion reflects the need for specialized support and accommodations to meet these students' educational needs.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Based on the data provided in the 2023 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 "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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
77.1 points below standard	82.6 points below standard	0 Students
Decreased -9.4 points	Decreased -12.8 points	
248 Students	228 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
94.9 points below standard	78.8 points below standard	152.4 points below standard
Increased +13.3 points	Decreased -10.4 points	Decreased Significantly -32.1 points
54 Students	240 Students	30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
77.1 points below standard	0 Students	0 Students	0 Students
Decreased -9.6 points			
248 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.4 points below standard	51.2 points below standard	48.8 points below standard
Decreased -8.3 points	Decreased Significantly -34.6 points	Decreased -5.6 points
187 Students	41 Students	12 Students

Conclusions based on this data:

Based on the provided data from the 2023 California School Dashboard regarding English Language Arts (ELA) performance, the following conclusions can be drawn:

Overall Performance:
General Performance: All students are performing 77.1 points below the standard in ELA.There was a decrease in performance by 9.4 points compared to previous assessments.

Performance by Student Groups: English Learners performance is 82.6 points below standard. There was a decrease of 12.8 points in their performance. Homeless Students performance is 94.9 points below standard. However, there was an increase in performance by 13.3 points, indicating some progress. Socioeconomically Disadvantaged Students performance is 78.8 points below standard. There was a decrease in performance by 10.4 points. Students with Disabilities performance is 152.4 points below standard. There was a significant decrease in performance by 32.1 points, indicating this group faces considerable challenges.

Performance by Race/Ethnicity: Hispanic Students performance is 77.1 points below standard. There was a decrease of 9.6 points in their performance. Data for other racial/ethnic groups were not available or not reported due to insufficient numbers of students.

Performance Comparisons among English Learners: Current English Learners performance is 89.4 points below standard. There was a decrease of 8.3 points in their performance. Reclassified English Learners: Performance is 51.2 points below standard. There was a significant decrease of 34.6 points in their performance. English Only Students performance is 48.8 points below standard. There was a decrease of 5.6 points in their performance.

The overall performance in ELA is below the state standard across most student groups, with varying degrees of performance decline. Notable progress was seen only among homeless students, who showed an increase in their performance. Significant declines were observed among students with disabilities and reclassified English learners, indicating the need for targeted interventions for these groups. The equity report shows that the majority of student groups fall into the lowest performance categories (Red and Orange), highlighting areas requiring urgent attention and improvement.

These conclusions indicate that while there are areas of improvement, overall performance in ELA needs significant enhancement, particularly for disadvantaged and special needs student groups.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
76.2 points below standard	79.1 points below standard	0 Students
Increased +7.6 points	Increased +4.5 points	
249 Students	229 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
85.7 points below standard	77.8 points below standard	133.5 points below standard
Increased Significantly +23 points	Increased +6.2 points	Maintained +1.1 points
55 Students	241 Students	30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
76.2 points below standard	0 Students	0 Students	0 Students
Increased +7.6 points			
249 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84 points below standard	56.6 points below standard	67.2 points below standard
Increased +5 points	Maintained +1.4 points	Increased Significantly +26.4 points
188 Students	41 Students	12 Students

Conclusions based on this data:

Based on the data provided in the 2023 Fall Dashboard Mathematics Performance for All Students/Student Group at Ramona Elementary School, the following conclusions can be drawn:

Overall Improvement: All student groups have shown an increase in performance points, indicating positive growth in mathematics proficiency.
Significant Gains: Homeless students and English-only students showed the most significant gains, with increases of 23 points and 26.4 points, respectively.
Performance Below Standard: Despite improvements, all student groups remain significantly below the standard, highlighting the need for continued focus on enhancing mathematics proficiency.

Implications for Instruction and Support:
Targeted Support: Continued targeted support and interventions are necessary to help all student groups close the gap to the standard. Emphasis should be placed on the groups with the largest deficits, such as homeless students and current English learners.

Ongoing Monitoring: Regular monitoring and assessment of student progress will be critical to ensure that the positive trends continue and that interventions are adjusted as needed to maximize effectiveness.

School and Student Performance Data

Academic Performance

English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
61.8% making progress towards English language proficiency
Number of EL Students: 71 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.

2023 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	50	0	97

Conclusions based on this data:

Based on the 2023 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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
23.2% Chronically Absent	20.5% Chronically Absent	2 Students
Declined Significantly -7.2	Declined Significantly -7.6	
608 Students	531 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
19.6% Chronically Absent	22.4% Chronically Absent	34.6% Chronically Absent
Declined Significantly -13.7	Declined Significantly -7.6	Declined -8.4
153 Students	589 Students	78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 23.1% Chronically Absent Declined Significantly -7.3 607 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

Based on the data from the 2023 Fall Dashboard on chronic absenteeism at Ramona, several conclusions can be drawn:

The data indicates that while Ramona Elementary has seen improvements in chronic absenteeism.

Overall Performance: The overall performance level for all students and the various student groups is consistent at a medium level (Yellow, level 3 of 5), indicating that while students are performing adequately, there is room for improvement to reach higher performance levels.

Chronic Absenteeism: Chronic absenteeism remains a significant issue across all student groups, though there has been a noticeable decline in absenteeism rates:
All Students: 23.2% chronic absenteeism, decreased by 7.2%.
English Learners: 20.5% chronic absenteeism, decreased by 7.6%.
Hispanic Students: 23.1% chronic absenteeism, decreased by 7.3%.
Homeless Students: 19.6% chronic absenteeism, decreased by 13.7%.
Socioeconomically Disadvantaged Students: 22.4% chronic absenteeism, decreased by 7.6%.

We will cimprove attendance for all sub-groups with the team of our Outreach Specialist, Counselor, Attendance Tech, and Special Education Department staff. We will offer monhtly attendance parties, perfect attendance class incentives, individual attendance incentives, and school counselor check-ins.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
1% suspended at least one day	1% suspended at least one day	2 Students
Maintained -0.2	Maintained -0.2	
627 Students	545 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0% suspended at least one day	0.5% suspended at least one day	0.1% suspended at least one day
Maintained 0	Maintained -0.2	Maintained 0
164 Students	608 Students	81 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained -0.2 626 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

Based on the 2023 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, 1% 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 1%, 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 0.5%, 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 0.8%, 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-24 Percentage of students scoring at Met/Exceeded Standards: 3rd grade - 9% 4th grade - 13% 5th grade - 11%	2024-25 Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of students will move from approaching to Met/Exceeded. Percentage of students scoring at Met/Exceeded Standards: 3rd grade - 19% 4th grade - 23% 5th grade - 21%
CAASPP Math	2023-24 Percentage of students scoring at Met/Exceeded Standards: 3rd grade - 16% 4th grade - 11% 5th grade - 3%	2024-25 Students will demonstrate growth by moving one or two levels across the different bands in the CAASPP, and 10% of students will move from approaching to Met/Exceeded. Percentage of students scoring at Met/Exceeded Standards: 3rd grade - 26% 4th grade - 21%

		5th grade - 13%
Star Early Literacy & Reading	2023-24 The percentage of students scoring At/Above the benchmark on the EOY assessment: Early Literacy: K - En -73% K - Sp - 83% 1st grade En - 37% 1st grade Sp - 78% Reading: 1st grade En - 62% 1st grade Sp - 80% 2nd grade En - 23% 2nd grade Sp - 79% 3rd grade En - 12% 3rd grade Sp - 62% 4th grade En - 18% 4th grade Sp - 46% 5th grade En - 12% 5th grade SP - 46%	2024-25 The percentage of students who will score At/Above the benchmark on the EOY assessment: Early Literacy: K - En - 78% K - Sp - 88% 1st grade En - 47% 1st grade Sp - 88% Reading: 1st grade En - 72% 1st grade Sp - 90% 2nd grade En - 33% 2nd grade Sp - 89% 3rd grade En - 12% 3rd grade Sp - 72% 4th grade En - 28% 4th grade Sp - 56% 5th grade En - 22% 5th grade SP - 56
Star Math	2023-24 The percentage of students scoring At/Above the benchmark on the EOY assessment: 1st grade: 38% 2nd grade: 31% 3rd grade: 21% 4th grade: 20% 5th grade: 6%	2024-25 The percentage of students who will score At/Above the benchmark on the EOY assessment: 1st grade: 48% 2nd grade: 41% 3rd grade: 31% 4th grade: 30% 5th grade: 16%
ELPAC	2023-24 The percentage of students scoring at each level: Level 4 8% Level 3 28% Level 2 36% Level 1 29%	2024-25 Decrease percentage of students scoring at level 1 and level 2 to 9% and 8% respectively. Students will demonstrate growth by moving one or two levels across the different bands. Level 4 43% Level 3 40% Level 2 XX% Level 1 XX%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff will be provided with materials, supplies, and professional development to support full implementation of district wide curriculum, enhance classroom instruction and technology and Canvas support. Graphics services will be utilized to copy/create supplemental instructional materials.	All Students English Learners	10,314 LCFF 4000-4999: Books And Supplies Materials and supplies, warehouse charges, publications charges, computer supplies, and software and equipment. 1,500 LCFF 4000-4999: Books And Supplies Refreshments and supplies for teacher PD. 7,000 LCFF 4000-4999: Books And Supplies Computer equipment, books, materials, and supplies 20,000 LCFF 4000-4999: Books And Supplies Warehouse Supplies 3,000 LCFF 4000-4999: Books And Supplies Books other than Textbooks 1000 Title I 5000-5999: Services And Other Operating Expenditures Graphics Services 3,322 LCFF 5000-5999: Services And Other Operating Expenditures Graphics Services
1.2	Administer the Star Reading, Math, and Early Literacy assessments to all Kindergarten to 5th-grade students. to monitor students' progress and identify areas for growth. Administer SBAC tests in English Language Arts and Math to students in grades 3-5 and the CAST test to students in grade 5, to measure standards mastery. The ELPAC test is administered to English learners to measure language development and identify support.	All Students English Learners	3,000 LCFF 4000-4999: Books And Supplies Materials and Supplies (Headphones/privacy dividers) 1000 LCFF 4000-4999: Books And Supplies Snacks for students during testing

	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.		
1.3	Power Planning days with the DLI TOSA will occur to support teachers in devleioing lessons using the BUFs (Biliteracy Unit Framework).	All Students English Learners	8241 Title I 1000-1999: Certificated Personnel Salaries Subs for grade level DLI Power planning days.
1.4	A student leadership club will operate throughout the year to cultivate student leadership skills. Students will have opportunities to develop and enhance their leadership abilities, collaborate with their peers, and make a positive impact within the school.	All Students	ELOP
1.5	Biliteracy, Math, Science, and Technology TOSAs (Teachers on Special Assignment) will provide support and professional development in planning, instruction, unit development, and integration of technological tools and software.	All Students	District Funded 2000-2999: Classified Personnel Salaries IT Tech District Funded 1000-1999: Certificated Personnel Salaries TOSAs
1.6	An additional half-hour of Para-educator support will be allocated to reinforce literacy skills in the Biliteracy Kindergarten classroom. Extra hours for additional Para-educator to provide student support.	All Students English Learners	2,705 LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra hours 29,573 LCFF - Intervention 2000-2999: Classified Personnel Salaries Salary & benefits
1.7	The school will implement the District Master Plan for English language learners. Teachers will support language development during designated and integrated ELD. A Reclassification Celebration will be held to acknowledge and celebrate students who reclassiify according to the criteria.	English Learners	District Funded 1000-1999: Certificated Personnel Salaries EL TOSA District Funded 4000-4999: Books And Supplies Reclassification Medals 300 LCFF 4000-4999: Books And Supplies

			Reclassification Recognition Refreshments
1.8	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 and the distrct-wide OSD Creates! event, students will showcase their projects.	All Students	4,000 LCFF 4000-4999: Books And Supplies Materials and Supplies
1.9	Prop 28 funds will be used to hire a teacher who can provide both art and music services. The types and level of services will differ by grade level and will include rhythm/movement, beats, simple instruments, handmade instruments, etc. ofr music instruction. In art, the focus will be primary colors, color wheel, drawing, texture/finger painting, direct art lessons, etc.	All Students	100,717 Prop 28 1000-1999: Certificated Personnel Salaries Teacher salary & benefits 5,722 Prop 28 4000-4999: Books And Supplies Music and art supplies
1.10	Ed Tech TOSAs will support teachers with the development of canvas pages and student assignments.	All Students	 District Funded 1000-1999: Certificated Personnel Salaries Ed Tech TOSAs
1.11	Throughout the school year, students will participate in actual and virtual field trips that align with their grade level BUF units and the STREAM strands (Science, Technology, Reading, Engineering, Arts, and Mathematics) and support the development of the student profile.	All Students	3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Admission fees Transportation 5,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation
1.12	Teachers will have the opportunity to attend the California Association for the Gifted (CAG) conference and other professional development sessions in order to meet the unique needs of gifted students and promote their intellectual and creative growth.	All Students	1,500 LCFF 1000-1999: Certificated Personnel Salaries Professional Development
1.13	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 while developing a love of reading.	All Students	6,000 LCFF 4000-4999: Books And Supplies Academic Incentives District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star/AR/myON)
1.14	The Library Media Technician will manage the library, which includes inventorying books,	All Students	2,200 Title I

	distributing and collecting tetbooks and creating a schedule for classes to visit and check out books.		4000-4999: Books And Supplies Books Materials and Supplies 1,373 LCFF 2000-2999: Classified Personnel Salaries Extra hours for LMT
1.15	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 event.	All Students	District Funded 2000-2999: Classified Personnel Salaries Site assigned Tech
1.16	Students who qualify for McKinney Vento, newcomers, foster youth and students with special education needs in the After School Program, Math Lab, and other before and after-school activities, will be prioritized in order to empower them with the tools and opportunities they need to succeed both inside and outside the classroom.	Foster Youth Homeless Students with Disabilities English Learners	ELOP 2000-2999: Classified Personnel Salaries ASP and ELOP funded positions
1.18	Provide students with individualized and personalized learning opportunities through Lexia Core5 and ST-Math software.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures LEXIA CORE5 and ST-Math 3,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Apps & software
1.20	Use of laminator, Duplo and copy machines to make necessary copies to support instruction, as well as parent, teacher and school communication.	All Students	2,900 LCFF 5000-5999: Services And Other Operating Expenditures Service contracts & repairs
1.21	The Literacy Intervention Teacher (LIT) and 2 Intervention Support Providers (ISPs) will provide targeted Tier II interventions to small groups of identified students. One ISP will work with EL students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries LIT Teacher salary 32,650 Title III 1000-1999: Certificated Personnel Salaries ISP salary & benefits-ELs 32,650 Title I 1000-1999: Certificated Personnel Salaries ISP salary & benefits
1.23	Students will have opportunities to access enrichment or intervention before and afterschool. This supports students who lack access to a quiet place to work, unreliable wi-fi connection, or need additional support with homework or supplemental learning programs.	All Students	ELOP 2,373 LCFF 1000-1999: Certificated Personnel Salaries

			Teacher Extra Hours
1.24	Provide teachers an opportunity to attend site-based, district, county (VCOE), and other professional development in to promote student engagement and learning.	All Students	No additional cost
1.25	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.	All Students	4,250 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes
1.26	Use data to target specific educational needs of developing bilinguals, foster youth and homeless students and provide appropriate support and interventions before and after school.	English Learners Foster Youth Homeless	ELOP
1.27			
1.28	To address the needs of at-risk Long-Term English Learner (LTEL) students, implement targeted strategies and provide professional development for teachers including necessary materials.		ELOP 1000-1999: Certificated Personnel Salaries Extra help ELOP 4000-4999: Books And Supplies Materials and Supplies
1.29	Regular meetings are scheduled to support students with IEPs and 504s to continue monitoring progress.	All Students	4,250 LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers
1.30	The After School Program (ASP) will be available to students, aiming to provide enrichment and academic support. 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.	All Students Foster Youth Homeless Students with Disabilities	ASES
1.31			
1.33	The School Leadership Team will participate in professional development and planning prior to the start or end of the school year.	All Students	No additional cost
1.36	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.	All Students	2,060 LCFF 2000-2999: Classified Personnel Salaries Extra hours

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities implemented at Ramona are comprehensive and address various aspects of student development, including academic support, professional development, technology integration, and community engagement. The proposed expenditures indicate a significant investment in resources and support systems to achieve the articulated goals. Overall, these strategies are likely to be effective in enhancing student outcomes, supporting at-risk students, and fostering a positive and inclusive school environment. For example, regular assessment and data analysis ensure that instructional practices are data-driven, allowing for timely interventions. Dedicated planning time with expert support improves lesson quality and alignment with biliteracy goals. This strategy is effective in enhancing bilingual instruction and student proficiency in both languages. Extra support in the classroom helps address individual student needs, particularly in early literacy development. Effective use of technology in education enhances teaching and learning experiences.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We anticipate that no significant changes will be found. Ramona Elementary will maintain its commitment to establishing strong academic foundations for all students in our biliteracy program. Additionally, we will become more deliberate and systematic in our approach, emphasizing 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.

The analysis of the 2023-2024 SPSA and school achievement outcomes highlighted the need for improved, systematic, purposeful, and evidence-based collaboration. It also underscored the necessity for more power planning days to effectively implement biliteracy units and state standards, and to more closely monitor student progress. Emphasis on power planning and small group instruction throughout the school day, as well as before and after school tutoring, were identified as critical. These key findings led to the current changes in our SPSA, reflected in strategies/activities 1.21 and 1.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2023-24 Chronic absenteeism rate 23.2%	2024-25 Decrease chronic absenteeism rate to 13.2%
Suspension Rate	2023-24 Suspension rate 1%.	2024-25 Maintain suspension rate.
Panorama Survey	2023-24 Emotional Regulation 42% Self-Management 56% Growth Mind Set 47% Engagement 51%	2024-25 Increase rates by the following percentages: Emotional Regulation 52% Self-Management 66% Growth Mind Set 57% Engagement 61%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary. Contract for shredding services to maintain student confidentiality.	All Students	1,000 LCFF 4000-4999: Books And Supplies Materials and supplies for school safety: Walkies-Talkies/Batteries/Safety Supplies 900 LCFF 5000-5999: Services And Other Operating Expenditures Shredding services
2.2	To ensure the safety of staff and students, participate in regularly scheduled safety drills such as, fire drills, earthquake drills, lock-down drills, and school evacuation drills.	All Students	No additional cost
2.3	Campus Supervisors will ensure the safety and well-being of students by actively monitoring their behavior and providing support before, during, and after school hours.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Assistants salaries
2.4	To encourage positive student attendance, which is important to academic success, we have implemented a comprehensive system to monitor attendance, provide incentives for good attendance, and support students, parents, and staff.	All Students	2,000 LCFF 4000-4999: Books And Supplies Attendance Incentives
2.5	In order to create a positive and supportive environment for students, staff members will fully implement the CHAMPS and PBIS programs across all grade levels to promote positive student behavior. These programs include incentives to reinforce and reward positive behavior. Staff will participate in professional development for CHAMPS, PBIS, Trauma-Informed Care, and Restorative Justice. 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.		District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development 1,500 LCFF 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies) 3,000 LCFF 4000-4999: Books And Supplies Student incentives
2.6	In order to create a positive climate and culture that prioritizes student well-being and fosters strong relationships, the counselor will schedule	All Students	1,000 LCFF

	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. Areas of need will be identified from the Panorama Survey.		4000-4999: Books And Supplies Materials and supplies. 2,060 Title I 1000-1999: Certificated Personnel Salaries Counselor Extra hours District Funded 1000-1999: Certificated Personnel Salaries Counselor 920 LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra hours
2.9	We will provide comprehensive support to address the diverse academic and social-emotional needs of our students through a Multi-Tier System of Support (MTSS), which involves a systematic framework to identify and intervene at different levels of student needs. As part of the 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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Consultant District Funded 1000-1999: Certificated Personnel Salaries Counselor See Goal 1.25 & 1.29 District Funded 1000-1999: Certificated Personnel Salaries Psychologist
2.10	We prioritize the health and well-being of our students by promoting drug, alcohol, and tobacco prevention awareness through the observance of Red Ribbon Week.	All Students	500 LCFF 4000-4999: Books And Supplies Student incentives
2.12	To reinforce our school-wide expectations and promote positive social skills, we will conduct regular social skills and discipline assemblies throughout the year, as well as provide school-wide classroom lessons focused on bullying prevention.	All Students	No additional cost
2.13	The school counselor plays a crucial role in supporting students' social-emotional and academic needs through various student groups and initiatives. The counselor will:	All Students	See Goal 2.6 1,000 LCFF

	• organize and lead groups such as the Student Leadership Team and Girls Leadership development groups • establish a reading club that not only promotes literacy but also nurtures student leadership. • facilitates field trips that align with students' goals of attaining higher education.		4000-4999: Books And Supplies Materials and supplies
2.14	Our dedicated Outreach Consultant (ORC) connects students, teachers, and families with external resources such as dental, vision, health, and social-emotional supports.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC
2.15	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. Our Parent-Teacher Association (PTA) collaborates with the school community to organize events, recognition programs, and fundraising initiatives that support educational programs and enhance the overall school experience.	All Students	1,000 PTA/PTO 5700-5799: Transfers Of Direct Costs League registrations and materials ELOP 4000-4999: Books And Supplies Uniforms and coaches 1,000 PTA/PTO 5700-5799: Transfers Of Direct Costs Ribbons, Medals, Trophies and Award Ceremony 1,000 LCFF 4000-4999: Books And Supplies Uniforms, materials, snacks,

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the strategies involves regular monitoring and revision of the Comprehensive Safety Plan by the School Comprehensive Safety Plan Committee, Leadership, and PBIS teams, ensuring it remains effective and up-to-date. Participation in scheduled safety drills and active supervision by Campus Supervisors ensures a secure environment for students and staff. The comprehensive attendance system and the implementation of CHAMPS and PBIS programs across all grade levels promote positive student behavior and academic success, with staff receiving professional development to support these initiatives. The counselor addresses students' social-emotional needs through classroom lessons, individual or small group meetings, and leadership development groups, while the MTSS framework provides systematic support for diverse student needs. Overall, these strategies create a safe, drug-free learning environment that fosters positive social skills and academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We anticipate that no significant changes will be found. Ramona Elementary will remain dedicated to establishing strong foundations in social and emotional learning supports, while ensuring a safe and positive school 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.

Based on the analysis of the 2023-24 SPSA, chronic absenteeism, and suspension rate data, the Ramona Elementary PBIS committee will continue to ensure equitable representation from the entire staff and more frequently analyze student discipline data to identify focus areas and provide recommendations to enhance our school's positive learning environment. We will also increase the recognition and celebration of positive student attendance and behavior, as outlined in strategy/activity 2.1 and 2.5 of the current goals. Additionally, the PBIS committee will collaborate with school staff to develop activities that reinforce school-wide behavioral expectations across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office, as mentioned in strategy/activity 2.5.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	2023-24 90% attendance	2024-25 Increase by 5%.
Parent attendance for ELAC	2023-24 Average attendance was 30 parents.	2024-25 Increase average attendance to 35 parents.
Parent attendance for Coffee with the Principal	2023-24 Average attendance was 20 parents.	2024-25 Increase average attendance to 25 parents.
Panorama Survey	2023-24 Family Efficacy 64%	2024-25 Increase parent Family Efficacy to 69%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Ramona Elementary will engage families by implementing the school Parent Compact and Parent Involvement Policy.	All Students	No additional cost
3.2	Monthly parent meetings will be held to engage families, such as: Title I meetings, 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.	All Students	257 Title I 2000-2999: Classified Personnel Salaries Verbal Translation 91 Title I 4000-4999: Books And Supplies Refreshments for ELAC 1,375 Title III 2000-2999: Classified Personnel Salaries Verbal Translation
3.4	The ORC reaches out to students and families to assess their needs and connect them with appropriate school and community services.	All Students	District Funded 2000-2999: Classified Personnel Salaries ORC
3.6	Parents will be invited to attend Student Study Team (SST), and Individualized Education Plan (IEP) meetings to collaboratively develop strategies and interventions that support student success.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
3.7	Parents will meet with staff regarding reclassification for English Language Learners.	English Learners	No additional cost
3.8	In order 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 school collaborates with organizations like VCBH, Logrando Bienestar, MICOP, and Viviendo con Amor to suppport families. The school counselor facilitates some workshops.		Cousnelor extra hours-See Goal 2.6 5,909 Title III 5800: Professional/Consulting Services And Operating Expenditures CABE Conference 200 LCFF 4000-4999: Books And Supplies Refreshments

	In order to support academic goals for students, parents will be invited to participate in the CABE Conference.		
3.9	Parent communication keeps parents informed and engaged in their child's education. This is done through parent-teacher conferences, a regular newsletter, homework folders, multiple communication methods (phone calls, text messages, emails, the website) and social media platforms (Facebook, Instagram, and X, formerly known as Twitter).	All Students	1,800 LCFF 4000-4999: Books And Supplies Homework folders
3.10	The Parent-Teacher Association (PTA) at Ramona Elementary plays a vital role in promoting family engagement, facilitating communication, and conducting fundraising to support a variety of activities.	All Students	PTA/PTO Events and activities
3.12	The school organizes several workshops and meetings throughout the year to facilitate smooth transitions. An orientation for TK/K families will be offered to provide information to families new to Ramona School. Workshops will also be offered to TK/K families htorughout the year. Informational meetings are conducted to address the transiiton from 5th grade to middle school, including discussions on the A-G requirements for high school. Informational meetings are also held to address specific programs, such as the Biliteracy program.	All Students	Translators-See Goal 3.2
3.14	Collaborate with middle schools to transition student's expectations of social-academic opportunities and assist the transition of special needs students.	All Students	No additional cost
3.15	To commemorate the accomplishments of fifth-grade students transitioning to middle school and kindergarten students moving on to first grade, Promotion Ceremonies are organized.	All Students	600 LCFF 4000-4999: Books And Supplies Materials and Supplies decorations
3.16	The school organizes two key events to facilitate building strong relationships between parents and teachers : 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.	All Students	No additional cost

	At Back to School Night parents are invited to visit the school, meet with their child's teacher. and receive a comprehensive overview of the curriculum, classroom expectations, and school policies.		
3.17	Students are recognized and celebrated for their achievements through awards assemblies at the end of each trimester and parents are invited to participate in these special events.	All Students	Academic incentives- See Goal 1.13
3.18	Ramona Elementary offers parent nights as part of its after-school program to provide valuable support and education to parents.	All Students	ASES

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of family engagement strategies at Ramona Elementary has been comprehensive and impactful in achieving the goal of fostering meaningful participation in students' academic and social-emotional growth. Monthly parent meetings, including Title I sessions and Coffee with the Principal, ensure families are informed and involved in school activities and decision-making processes. The ORC's outreach effectively connects families with necessary school and community services, enhancing their support network. Workshops and informational meetings, such as those for the Biliteracy program and transitions from elementary to middle school, equip parents with valuable skills and knowledge. Consistent communication through various methods, including newsletters, social media, and parent-teacher interactions, ensures that parents remain engaged and informed, ultimately contributing to a supportive and collaborative school community.

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 differences were found. During the 2023-24 school year, Ramona Elementary will remain focused on strengthening parent and family engagement to support the success of 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 2023-2024 SPSA and school outcomes, one focus area for Ramona Elementary staff will be providing parents with more opportunities to participate in parenting support programs that promote positive student well-being outside of school. This is addressed in our strategy/activity 3.8. Additionally, school staff will continue to help parents align the structures and positive reinforcement strategies used during the school day with those at home, to better connect academic, social, and emotional learning between school and home. This is covered in our strategies/activities 3.2, 3.4, and 3.9.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$97,933.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$332,212.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$57,999.00
Title III	$39,934.00

Subtotal of additional federal funds included for this school: $97,933.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$93,562.00
LCFF - Intervention	$32,278.00
Prop 28	$106,439.00
PTA/PTO	$2,000.00

Subtotal of state or local funds included for this school: $234,279.00

Total of federal, state, and/or local funds for this school: $332,212.00

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	57,999.00	0.00
Title III	39,934.00	0.00
LCFF	93,562.00	0.00
LCFF - Intervention	32,278.00	0.00
Prop 28	106,439	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	93,562.00
LCFF - Intervention	32,278.00
Prop 28	106,439.00
PTA/PTO	2,000.00
Title I	57,999.00
Title III	39,934.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	189,611.00
2000-2999: Classified Personnel Salaries	37,343.00
4000-4999: Books And Supplies	77,727.00
5000-5999: Services And Other Operating Expenditures	13,122.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,409.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,293.00
2000-2999: Classified Personnel Salaries	LCFF	3,433.00
4000-4999: Books And Supplies	LCFF	69,714.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,122.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	32,278.00
1000-1999: Certificated Personnel Salaries	Prop 28	100,717.00
4000-4999: Books And Supplies	Prop 28	5,722.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	42,951.00
2000-2999: Classified Personnel Salaries	Title I	257.00
4000-4999: Books And Supplies	Title I	2,291.00
5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,500.00
1000-1999: Certificated Personnel Salaries	Title III	32,650.00
2000-2999: Classified Personnel Salaries	Title III	1,375.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,909.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	305,100.00
Goal 2	16,880.00
Goal 3	10,232.00

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
Cristina Huizar, 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
Ray Lupian	Parent or Community Member
Lupita Cervantes	Parent or Community Member
Rosa Castillo	Parent or Community Member
Salvador Mendoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 16, 2024.

Attested:

Principal, Cristina Huizar on May 16, 2024

SSC Chairperson, Maria Cervantes on May 16, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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
	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 16, 2024.

Attested:

	Principal, Cristina Huizar on May 16, 2024
	SSC Chairperson, Maria Cervantes on May 16, 2024

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emilie Ritchen Elementary School	56725386110738	May 16, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Emilie Ritchen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Emilie Ritchen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide 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. The districts vision is to Ignite, Transform, Nurture, Embrace. At Rtichen, our vision and mission statements embody the spirit of this vision and mission:

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.

A guiding focus for Oxnard School District are the five strategic goals which form the framework for powerful and sustainable school and district transformation. The first goal is on student academic engagement and achievement. To address this goal, Ritchen's academic focus will be centered on building strong foundations in reading, writing, and mathematics. Throughout the 2024-25 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.

Goal 2.1 of the Oxnard Empowers strategic plan focuses on providing a multi-tiered system of supports for our students. At Ritchen, we utilize the Response to Instruction and Intervention or Multi-Tiered Systems of Support (MTSS) Model, to identify students 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 TWIG Science 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.

Goal 2.4 of the Oxnard Empowers strategic plan focuses on creating affirming learning environments by creating and implementing an overarching school climate initiative intentionally centered on building positive relationships and advancing student, staff, and family/community learning and growth aligned to the Student Profile. Here at Ritchen, we take pride in fostering a safe, positive, and professional learning environment that is focused on meeting the needs of our community members along with meeting the needs of the whole child. We do this by focusing on not just their academic needs but also their social emotional needs. 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 (PBIS) model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to 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.

Educational Partner Involvement

How, when, and with whom did Emilie Ritchen Elementary 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 16 to analyze 2020-21 / 2021-22 / 2022-23 summative and current 2023-24 summative 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 16 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.

This section is required for all schools eligible for ATSI and CSI.

Due to the fact that we were unable to find a qualified employee to fill a part-time instructional para position, we were unable to run part of our tier one intervention plan. We have students that have been identified as needing support with their foundational skills in ELA that we wanted to provide some extra targeted support to during Universal Access time within the school day. These students did receive support throughout the school day and in after school tutoring for those that could attend. However, for those that were unable to attend our tutoring sessions, they did not receive this extra support.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the area of ELA, our Students with Disabilities subgroup was the only group in red. This group did grow 1.4 points with a change level designation of "Maintained." Our goal will be to progress monitor all of these students more closely and tracking their growth towards their IEP goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will refer them to before or after school tutoring.

In the area of ELA, our English Learners were the only group in orange. Their status in the 2022-23 school year was -51.1 average distance from standard. Our goal for these students will also be to progress monitor all of these students more closely, by establishing formative SMART goals. We will also target these students during our universal access time, during their Designated ELD time and Tier 1 instruction to meet their academic needs. We will refer them to before or after school tutoring.

In the area of mathematics, we had no student groups in orange or red.

In the area of chronic absenteeism, all of our groups were in the red. Therefore, improving attendance school wide will be a priority for our school. Our Tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness, attendance raffles, and perfect attendance class incentives. Our Tier 2 interventions will include: weekly attendance data meetings, collaboration meetings with families, small group interventions, short term counseling, and breakfast club with our outreach specialist. Our Tier 3 interventions will be home visits and SARB.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our Students with Disabilities and our English Learners were the two groups that were two or more performance levels below the “All Students” performance. As stated above, we will be progress monitoring all of these students more closely, by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We also will refer them to before or after school tutoring. In the area of mathematics, we had no student groups two or more performance levels below the “all student” performance group.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Emilie Ritchen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.02%	1.79%	1.62%	5	9	8
Asian	1.63%	1.99%	2.64%	8	10	13
Filipino	3.26%	2.19%	1.83%	16	11	9
Hispanic/Latino	89.00%	89.04%	88.24%	437	447	435
Pacific Islander	%	0%	%		0	
White	3.05%	3.78%	3.85%	15	19	19
Multiple/No Response	2.04%	1.2%	1.83%	10	6	9
			Total Enrollment	491	502	493

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	112	77
Grade 1	73	61	76
Grade 2	72	81	62
Grade3	93	71	74
Grade 4	84	92	69
Grade 5	107	85	89
Total Enrollment	491	502	493

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 enrollment for this group has remained above 88% 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 2023-24 school year is 507. 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	168	170	169	31.10%	34.2%	34.3%
Fluent English Proficient (FEP)	39	25	21	9.60%	7.9%	4.3%
Reclassified Fluent English Proficient (RFEP)				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	79	28	35%	10	13%	22	28%	19	24%	Level 1	773
Grade 1	73	18	25%	14	19%	30	41%	11	15%	Level 3	838
Grade 2	27	11	41%	6	22%	8	30%	2	7%	Level 1	876

Conclusions based on this data:

Based off our spring Star window, 16% of our Kinders in the 23-24 school year were at/above benchmark and 24% were on watch for the Star Early Literacy assessment. This means that this cohort as first graders should be able to take the Star Reading test during the 2024-25 school year and we can expect to see a lot of growth from this cohort as long as our teachers continue to follow our school wide focus on using Tier I instructional strategies that have proven positive results at a high rate. For our first graders: 46% of the first graders were at or above benchmark during the 23-24 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 long as our teachers 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. This data also helps us identify the students that are in need of urgent intervention that will receive Tier 1 intervention during UA time. Teachers will provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills.

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	48	18	38%	9	19%	14	29%	7	15%	Level 2	908
Grade 3	69	27	39%	18	26%	15	22%	9	13%	Level 2	952
Grade 4	64	17	27%	13	20%	18	28%	16	25%	Level 2	1005
Grade 5	85	40	47%	17	20%	24	28%	4	5%	Level 2	1006

Conclusions based on this data:

Based off our spring Star data, 46% of second-graders, 32% of third-graders, 44% of fourth-graders and 39% of fifth-graders were at/above benchmark during the 23-24 school year. This tells us that our third, fourth and fifth graders should show a lot of growth during the next school year as long as our teachers 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. This data also helps us identify the students that are in need of urgent intervention that will receive Tier 1 intervention during UA time. Teachers will provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in reading.

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	69	12	17%	21	30%	30	43%	6	9%	Level 2	856
Grade 2	51	16	31%	11	22%	11	22%	13	25%	Level 2	918
Grade 3	71	25	35%	16	23%	19	27%	11	15%	Level 2	965
Grade 4	63	15	24%	20	32%	16	25%	12	19%	Level 2	1020
Grade 5	84	39	46%	19	23%	20	24%	6	7%	Level 1	1029

Conclusions based on this data:

Based off our spring STAR Math data, 47% of our first-graders, 46% of our second-graders, 38% of third-graders and 41% of fourth graders, and 29% of our fifth-graders were at/above benchmark during the 23-24 school year. This tells us that our first through fifth grade students should show a lot of growth during the next school year his tells us that our third, fourth and fifth graders should show a lot of growth during the next school year as long as our teachers 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. This data also helps us identify the students that are in need of urgent intervention that will receive Tier 1 intervention during UA time. Teachers will provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in Math.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		92	69		90	68		90	68		97.8	98.6
Grade 4		80	87		80	86		80	86		100.0	98.9
Grade 5		96	77		96	76		96	76		100.0	98.7
All Grades		268	233		266	230		266	230		99.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2414.		8.89	16.18		16.67	27.94		21.11	25.00		53.33	30.88
Grade 4		2435.	2432.		18.75	12.79		18.75	15.12		18.75	30.23		43.75	41.86
Grade 5		2489.	2475.		16.67	14.47		30.21	26.32		17.71	22.37		35.42	36.84
All Grades	N/A	N/A	N/A		14.66	14.35		22.18	22.61		19.17	26.09		43.98	36.96

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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	17.65		67.78	63.24		25.56	19.12
Grade 4		6.25	10.47		62.50	60.47		31.25	29.07
Grade 5		17.71	11.84		58.33	64.47		23.96	23.68
All Grades		10.53	13.04		62.78	62.61		26.69	24.35

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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	13.24		46.67	58.82		46.67	27.94
Grade 4		8.75	5.81		58.75	61.63		32.50	32.56
Grade 5		18.75	13.16		56.25	56.58		25.00	30.26
All Grades		11.65	10.43		53.76	59.13		34.59	30.43

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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	8.82		73.33	79.41		23.33	11.76
Grade 4		6.25	10.47		80.00	72.09		13.75	17.44
Grade 5		10.42	11.84		75.00	72.37		14.58	15.79
All Grades		6.77	10.43		75.94	74.35		17.29	15.22

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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	7.35		55.56	75.00		35.56	17.65
Grade 4		7.50	8.14		68.75	68.60		23.75	23.26
Grade 5		10.42	14.47		68.75	59.21		20.83	26.32
All Grades		9.02	10.00		64.29	67.39		26.69	22.61

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Conclusions based on this data:

Analysis of CAASPP summative data using our preliminary CAASPP scaled score data for the 2023-24 school year shows that Ritchen 4th and 5th grade students demonstrated growth overall. When comparing this year's (2023-24) scores to last years (2022-23), the average scaled score for the 4th graders grew by 31 points and the average scaled score for the 5th graders grew by 59 points. Although we did see an increase, in 4th grade and 5th grade, our 3rd graders this school year (2023-24) scored on average 28 points lower than our third graders from last school year (2022-23). In order to continue our growth and to increase our growth, 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		92	69		90	68		90	68		97.8	98.6
Grade 4		80	87		80	86		80	86		100.0	98.9
Grade 5		96	77		96	76		96	76		100.0	98.7
All Grades		268	233		266	230		266	230		99.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2414.		5.56	11.76		17.78	27.94		25.56	29.41		51.11	30.88
Grade 4		2414.	2441.		1.25	5.81		18.75	22.09		30.00	39.53		50.00	32.56
Grade 5		2456.	2442.		6.25	7.89		12.50	14.47		34.38	21.05		46.88	56.58
All Grades	N/A	N/A	N/A		4.51	8.26		16.17	21.30		30.08	30.43		49.25	40.00

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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	16.18		48.89	51.47		44.44	32.35
Grade 4		7.50	10.47		47.50	59.30		45.00	30.23
Grade 5		9.38	7.89		42.71	32.89		47.92	59.21
All Grades		7.89	11.30		46.24	48.26		45.86	40.43

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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	8.82		46.67	57.35		45.56	33.82
Grade 4		5.00	6.98		45.00	54.65		50.00	38.37
Grade 5		5.21	7.89		53.13	51.32		41.67	40.79
All Grades		6.02	7.83		48.50	54.35		45.49	37.83

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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	8.82		57.78	66.18		33.33	25.00
Grade 4		5.00	8.14		62.50	55.81		32.50	36.05
Grade 5		6.25	7.89		58.33	51.32		35.42	40.79
All Grades		6.77	8.26		59.40	57.39		33.83	34.35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Analysis of CAASPP summative data using our preliminary CAASPP scaled score data for the 2023-24 school year shows that Ritchen 4th and 5th grade students demonstrated growth overall. When comparing this year's (2023-24) scores to last years (2022-23), the average scaled score for the 4th graders grew by 47 points and the average scaled score for the 5th graders grew by 25 points. Although we did see an increase, in 4th grade and 5th grade, our 3rd graders this school year (2023-24) scored on average 9 points lower than our third-graders from last school year (2022-23). In order to continue our growth and to increase our growth, 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1377.8	1368.0	1408.8	1387.0	1303.7	1354.8	1356.1	27	18	36
1	1448.7	1452.2	1434.5	1464.7	1474.9	1453.6	1432.2	1428.7	1415.1	19	20	19
2	1468.7	1479.2	1473.1	1467.8	1473.2	1484.4	1469.1	1484.9	1461.2	31	20	23
3	1453.3	1474.1	1492.6	1456.2	1471.4	1495.2	1450.1	1476.4	1489.5	32	28	17
4	1451.3	1518.0	1521.6	1453.2	1516.3	1532.2	1449.0	1519.1	1510.5	40	22	28
5	*	1526.8	1549.1	*	1526.8	1550.1	*	1526.4	1547.5	10	28	15
All Grades										159	136	138

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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	0.00	34.62	38.89	33.33	26.92	22.22	33.33	34.62	33.33	33.33	26	18	36
1	0.00	10.00	10.53	42.11	40.00	15.79	47.37	35.00	42.11	10.53	15.00	31.58	19	20	19
2	9.68	10.00	8.70	41.94	55.00	47.83	41.94	25.00	30.43	6.45	10.00	13.04	31	20	23
3	9.38	3.57	5.88	34.38	32.14	64.71	34.38	42.86	23.53	21.88	21.43	5.88	32	28	17
4	17.50	18.18	21.43	25.00	40.91	42.86	30.00	40.91	35.71	27.50	0.00	0.00	40	22	28
5	*	14.29	46.67	*	42.86	40.00	*	35.71	13.33	*	7.14	0.00	*	28	15
All Grades	10.76	10.29	13.04	34.18	41.18	39.86	34.81	34.56	31.16	20.25	13.97	15.94	158	136	138

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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	0.00	34.62	27.78	38.89	30.77	27.78	27.78	26.92	22.22	33.33	26	18	36
1	21.05	35.00	10.53	47.37	30.00	47.37	31.58	35.00	31.58	0.00	0.00	10.53	19	20	19
2	25.81	15.00	21.74	41.94	50.00	47.83	19.35	30.00	21.74	12.90	5.00	8.70	31	20	23
3	25.00	10.71	35.29	31.25	39.29	47.06	31.25	35.71	11.76	12.50	14.29	5.88	32	28	17
4	25.00	31.82	60.71	35.00	54.55	28.57	15.00	13.64	10.71	25.00	0.00	0.00	40	22	28
5	*	39.29	73.33	*	53.57	26.67	*	3.57	0.00	*	3.57	0.00	*	28	15
All Grades	22.15	25.74	29.71	37.97	43.38	39.13	22.78	23.53	18.84	17.09	7.35	12.32	158	136	138

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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	0.00	7.69	16.67	8.33	46.15	27.78	61.11	46.15	50.00	30.56	26	18	36
1	0.00	5.00	5.26	21.05	20.00	15.79	57.89	35.00	26.32	21.05	40.00	52.63	19	20	19
2	6.45	10.00	4.35	35.48	50.00	52.17	38.71	15.00	13.04	19.35	25.00	30.43	31	20	23
3	0.00	3.57	5.88	25.00	14.29	17.65	31.25	50.00	52.94	43.75	32.14	23.53	32	28	17
4	10.00	9.09	14.29	10.00	36.36	25.00	37.50	27.27	28.57	42.50	27.27	32.14	40	22	28
5	*	7.14	20.00	*	32.14	20.00	*	35.71	40.00	*	25.00	20.00	*	28	15
All Grades	5.70	6.62	7.25	18.99	27.94	22.46	41.14	33.09	38.41	34.18	32.35	31.88	158	136	138

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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	2.78	65.38	44.44	69.44	26.92	33.33	27.78	26	18	36
1	42.11	40.00	26.32	57.89	60.00	57.89	0.00	0.00	15.79	19	20	19
2	29.03	10.00	26.09	64.52	85.00	65.22	6.45	5.00	8.70	31	20	23
3	21.88	7.14	17.65	68.75	78.57	76.47	9.38	14.29	5.88	32	28	17
4	27.50	54.55	46.43	42.50	45.45	53.57	30.00	0.00	0.00	40	22	28
5	*	21.43	33.33	*	67.86	66.67	*	10.71	0.00	*	28	15
All Grades	24.68	25.00	23.91	59.49	64.71	64.49	15.82	10.29	11.59	158	136	138

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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	5.56	57.69	44.44	52.78	34.62	33.33	41.67	26	18	36
1	15.79	26.32	21.05	78.95	68.42	57.89	5.26	5.26	21.05	19	19	19
2	25.81	15.00	34.78	58.06	80.00	52.17	16.13	5.00	13.04	31	20	23
3	32.26	32.14	35.29	51.61	53.57	52.94	16.13	14.29	11.76	31	28	17
4	33.33	36.36	60.71	46.15	59.09	35.71	20.51	4.55	3.57	39	22	28
5	*	67.86	93.33	*	28.57	6.67	*	3.57	0.00	*	28	15
All Grades	26.45	35.56	36.96	54.84	54.07	44.93	18.71	10.37	18.12	155	135	138

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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	0.00	57.69	55.56	80.56	42.31	38.89	19.44	26	18	36
1	0.00	15.00	10.53	78.95	35.00	21.05	21.05	50.00	68.42	19	20	19
2	12.90	5.00	17.39	58.06	75.00	52.17	29.03	20.00	30.43	31	20	23
3	9.38	0.00	0.00	31.25	46.43	52.94	59.38	53.57	47.06	32	28	17
4	10.26	4.55	3.57	46.15	54.55	53.57	43.59	40.91	42.86	39	22	28
5	*	10.71	26.67	*	60.71	53.33	*	28.57	20.00	*	28	15
All Grades	8.92	6.62	7.97	51.59	54.41	55.80	39.49	38.97	36.23	157	136	138

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.33	44.00	17.65	50.00	48.00	58.82	41.67	25	17	36
1	5.26	10.00	0.00	73.68	70.00	73.68	21.05	20.00	26.32	19	20	19
2	3.33	30.00	4.35	83.33	50.00	78.26	13.33	20.00	17.39	30	20	23
3	12.50	10.71	17.65	56.25	71.43	76.47	31.25	17.86	5.88	32	28	17
4	10.00	22.73	35.71	47.50	68.18	50.00	42.50	9.09	14.29	40	22	28
5	*	10.71	26.67	*	75.00	73.33	*	14.29	0.00	*	28	15
All Grades	8.33	17.04	15.22	60.90	61.48	63.77	30.77	21.48	21.01	156	135	138

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Preliminary data for 2023-24 school year is reporting an overall average score of 1463 which is showing an 11 point decrease when compared to the 2022-23 school year. Based on these results, we will continue focusing on designated and integrated ELD making sure that our teachers and support staff are aware of the current levels of all English Learners. All of our English Learners will be carefully progress monitored to see if they are meeting their individual learning goals. There will also be a school wide focus on increasing the literacy skills by increasing oracy opportunities for all of our students. Teachers will utilize proven strategies such as thinking maps, graphic organizers, word walls and anchor charts to increase the literacy skills of all our students. Teachers will also provide our English Learners with plenty of opportunities to work in collaborative small groups using targeted academic conversations. Students will also be frequently provided with sentence prompts and pictures / visuals to assist their development of oracy.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
502	**83.1**	**33.9**	**0.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	170	33.9
Foster Youth	1	0.2
Homeless	36	7.2
Socioeconomically Disadvantaged	417	83.1
Students with Disabilities	119	23.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.8
Asian	10	2
Filipino	11	2.2
Hispanic	447	89
Two or More Races	6	1.2
White	19	3.8

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 2022-2023 school year: English Learners (33.9%), Socioeconomically Disadvantaged (83.1%), and Students with Disabilities (23.7%). In addition, there was one significant student group based on race / ethnicity

during the 2022-23 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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Based on 2023 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. Our academic focus will be on:

Quality first instruction: utilizing strategies in the classroom that produce high results (high effect size). Our three main instructional look fors will be: A clear focus for lesson connected to standards / outcomes; student engagement, and frequent check for understanding.

Our professional learning communities will be focused on increasing our students opportunities to write and demonstrate oracy both in ela and math (math oracy increases the conceptual understanding, and research shows that kids that talk about their reasoning or can write it out, learn math; kids that don't, struggle), along with continuous data review using formative and summative assessments to measure our overall effectiveness in increasing the learning of all our students.

To maintain our focus throughout the year, our theory of action will be the following: By creating a clear focus on increasing the productive struggle of our students with test released questions (IAB, FIAB, STAR Customs) and providing professional development about productive struggle and pacing, using our TOSA's and their resources, then teachers will be able to do activities that increase the productive struggle of our students with the test released questions so that students will be able to increase their ability to productively struggle with the test released questions.

Our teachers will also focus on Tier 1 intervention in the classroom by utilizing focused universal access time to teach and reteach small groups of students that get identified as needing some support in their foundational skills using Star benchmark results. These students will meet with the teacher in a small group setting for 15-20 minutes a day, 2-3 times a week for 2-3 week cycles. Pre and post Star custom assessments will be used to track their progress towards their individual goals and to determine if the strategies that we are using are being effective.

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. We will focus on three tiers of supports:

Tier 1:
Maintaining and increasing a positive school culture and climate
Attendance raffles
Perfect attendance class incentives

Tier 2:
Weekly attendance meetings monitoring student attendance
Collaboration with families
Small group intervention
Short term counseling
Breakfast club with ORC

Tier 3:
Home visits
SARB

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
30.3 points below standard	51.1 points below standard	0 Students
Increased +3.8 points	Decreased -4.1 points	
233 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
34.3 points below standard	Yellow	Red
Increased Significantly +37.5 points	35.1 points below standard	92.4 points below standard
12 Students	Increased +8.2 points	Maintained +1.4 points
	195 Students	49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 34.6 points below standard Increased +5.7 points 207 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.4 points below standard Increased +4.2 points 60 Students	27.8 points above standard Decreased -12.7 points 20 Students	23.8 points below standard Increased +4.7 points 144 Students

Conclusions based on this data:

CAASSP data for 2022-23 school year shows that 37% of our students met or exceeded standards in ELA. 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.

Overall even though our English Learners did increase 4.2 points, they are still 77.4 points below standard. Therefore, 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. Additionally, our school wide focus will be on increasing the literacy skills by increasing oracy opportunities for all of our students. Teachers will utilize proven strategies such as thinking maps, graphic organizers, word walls and anchor charts to increase the literacy skills of all our students. Teachers will also provide our English Learners with plenty of opportunities to work in collaborative small groups using targeted academic conversations. Students will also be frequently provided with sentence prompts and pictures / visuals to assist their development of oracy.

For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative

assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
50 points below standard	60.6 points below standard	0 Students
Increased +13.1 points	Increased +8.2 points	
233 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
54.7 points below standard	Yellow	Yellow
Increased Significantly +37.8 points	56.5 points below standard	90.8 points below standard
12 Students	Increased +14 points	Increased +5.2 points
	195 Students	49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 55.9 points below standard Increased +13.4 points 207 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.3 points below standard Increased Significantly +17.2 points 60 Students	19.7 points below standard Decreased -8.2 points 20 Students	49.2 points below standard Increased Significantly +16 points 144 Students

Conclusions based on this data:

CAASSP data for 2022-23 school year shows that 31% of our students met or exceeded standards in Math. 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 utilizing effective instructional strategies to increase math oracy 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.

Overall our English Learners did increase significantly, demonstrating a 17.2 point growth. Overall, they are still 74.3 points below standard. Therefore, 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

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.4% making progress towards English language proficiency
Number of EL Students: 103 Students
Performance Level: 3

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.

2023 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	31	3	49

Conclusions based on this data:

Based on this data, all EL students will be progress monitored and their progress towards their individual goals will be monitored during our weekly PLCs and staff meetings. The 10 students in the decreased and the 31 students in the maintained ELPI Level 1, 2L, 2H, 3L, or 3H categories will be provided additional support during universal access time with small group instruction targeting their specific skills that may need additional support based off their STAR formative and summative assessment results.

Additionally, 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
36.3% Chronically Absent	37.7% Chronically Absent	4 Students
Maintained 0.4	Maintained -0.1	
518 Students	175 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
50% Chronically Absent	Red	Red
Increased 2.2	38.9% Chronically Absent	47.1% Chronically Absent
44 Students	Increased 0.6	Maintained 0.3
	437 Students	140 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	27.3% Chronically Absent Declined -4 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 37.3% Chronically Absent Maintained -0.2 461 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	23.8% Chronically Absent Increased 6.2 21 Students

Conclusions based on this data:

Based on 2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Less than 11 Students
0.6% suspended at least one day	0.5% suspended at least one day	4 Students
Increased 0.4	Increased 0.5	
531 Students	182 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Yellow	Blue
Maintained 0	0.7% suspended at least one day	0% suspended at least one day
44 Students	Increased 0.5	Maintained 0
	449 Students	142 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	0% suspended at least one day Maintained 0 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 0.6% suspended at least one day Increased 0.4 473 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 21 Students

Conclusions based on this data:

Based on 2023 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Language Arts, Math and an Arts program.
All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics and be exposed to an arts program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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
To expose all of our students to an arts program

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-24 Percentage of students scoring at Met/Exceeded: All students - 37% 3rd grade - 30% 4th grade - 38% 5th grade -41%	2024-25 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	2023-24 Percentage of students scoring at Met/Exceeded: All students - 31% 3rd grade - 37% 4th grade - 33% 5th grade - 23%	2024-25 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	2023-24 Percentage of students scoring at each level: 0% of all students scored at Level 1 (Beginning Stage) 32% of students scored at Level 2 (Somewhat Developed)	2024-25 Decrease the percentage of students scoring at Level 2 to 27%; Increase the percentage of students scoring at level 4 to 23%.

	50% of students scored at Level 3 (Moderately Developed) 18% of students scored at Level 4 (Well Developed)	
Star Early Literacy	2023-24 Spring Percentage of students scoring at each level: Overall: 17% At/Above Benchmark 26% On Watch 24% Intervention 33% Urgent Intervention Kinder: 16% At/Above Benchmark 24% On Watch 23% Intervention 37% Urgent Intervention First: 17% At/Above Benchmark 29% On Watch 26% Intervention 29% Urgent Intervention	2024-25 students will demonstrate growth by moving one or two levels across the different bands on Star Early Literacy and demonstrate 3-5% growth.
Star Reading Spring	2023-24 Spring Percentage of students scoring at each level: Overall: 15% At/Above Benchmark 25% On watch 24% Intervention 36% Urgent intervention Second Grade: 17% At/Above Benchmark 29% On Watch 17% Intervention 37% Urgent Intervention Third Grade: 17% At/Above Benchmark 15% On Watch 30% Intervention 38% Urgent Intervention Fourth Grade: 20% At/Above Benchmark 23% On Watch 26% Intervention 31% Urgent Intervention Fifth Grade: 6% At/Above Benchmark 33% On Watch	2024-25 All students will demonstrate growth by moving one or two levels across the different bands on Star Reading and demonstrate 3-5% growth.

	22% Intervention 40% Urgent Intervention	
Star Math	2023-24 Spring Percentage of students scoring at each level: Overall: 12% At/Above Benchmark 28% On watch 28% Intervention 32% Urgent intervention First: 6% At/Above Benchmark 41% On Watch 28% Intervention 25% Urgent Intervention Second: 17% At/Above Benchmark 29% On Watch 13% Intervention 40% Urgent Intervention Third: 14% At/Above Benchmark 24% On Watch 35% Intervention 28% Urgent Intervention Fourth: 14% At/Above Benchmark 26% On Watch 35% Intervention 25% Urgent Intervention Fifth: 10% At/Above Benchmark 19% On Watch 29% Intervention 42% Urgent Intervention	2024-25 All students will demonstrate growth by moving one or two levels across the different bands on Star Math and demonstrate 3-5% growth.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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. TOSAs will provide professional development to our teachers to increase in math and ELA oracy during tier 1 instruction. The focus will be on	All Students	23,061 LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Academic Incentives, Computer Supplies and Software, and Equipment

	empowering our teachers to use "Thinking Building Classrooms" approach to increase oracy. They will also provide professional development in using Lexia to provide targeted interventions during the school day during UA time.		District Funded 1000-1999: Certificated Personnel Salaries TOSA 1,000 LCFF 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies 1,000 LCFF 1000-1999: Certificated Personnel Salaries Admin. Support / Extra Help 5,000 Title III 4000-4999: Books And Supplies Books, Materials and Supplies for EL
1.3	In the area of ELA, our Students with Disabilities and our English Learners were the two groups that were two or more performance levels below the "All Students" performance level. We will provide additional support by: • progress monitoring to track their growth towards their IEP goals and during PLCs. • target these students during our universal access time during Tier 1 instruction to meet their academic needs. • refer them to before or after school tutoring. • collaboratively discuss and share the impact of positive teaching strategies that are working for these students utilizing our formative and summative Star assessment data. There will also be a school wide focus on increasing the literacy skills by increasing oracy opportunities for all of our students. Teachers will: • utilize proven strategies such as thinking maps, graphic organizers, word walls and anchor charts to increase the literacy skills of all our students. • provide opportunities to work in collaborative small groups using targeted academic conversations. • provide students with sentence prompts and pictures/visuals to assist their development of oracy. In order to support our, Mckinney Vento and foster youth, we will • closely progress monitor their progress.	Students with Disabilities English Learners Homeless Foster Youth	1000-1999: Certificated Personnel Salaries No additional cost - Teacher PLC / collaboration during their regularly scheduled work day. ELOP Before and after school Tutoring offered by our classroom teachers

	• provide support through our ORC, Counselor, Admin and assigned teachers. • focus on these students within their classroom setting and make sure they receive plenty of opportunities to work in collaborative small groups using targeted academic conversations.		
1.4	Provide additional targeted assistance through Para-educators to Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.	All Students	18,000 Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants 6,725 Title I 3000-3999: Employee Benefits Classified Benefits
1.5	All students will get an opportunity to participate in a grade level field trip.	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Transportation and fees
1.6	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.	All Students	2,275 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Machine supplies and Copy Machines maintenance agreements
1.8	CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (Star, 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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract
1.9	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary 3,000 LCFF 4000-4999: Books And Supplies AR Rewards and Incentives

1.10	Implement the District Master Plan for English Learners. BrainPop ELL will be utilized as a virtual tool for ELD and for asynchronous instruction / intervention.	English Learners	5,027 Title III 4000-4999: Books And Supplies Materials and supplies for EL support 795 Title III 5000-5999: Services And Other Operating Expenditures Brain Pop ELL
1.17	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.	All Students	6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Site licenses
1.20	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher 26,663 LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention 5,987 LCFF - Intervention 3000-3999: Employee Benefits ISP benefits 1,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Help / Tutoring 225 Title I 3000-3999: Employee Benefits Certificated Staff Benefits 6,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitute's / Floaters for covering SST 2,001 Title I 4000-4999: Books And Supplies Materials and Supplies 5000 Title I 5000-5999: Services And Other Operating Expenditures Field trips, services, entrance fees, operations

1.22	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.	All Students	ASES
1.25	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.	All Students	ASES
1.26	An art teacher that is shared with two other school sites will be utilized to expose all of our students to an Art program that covers media arts, folk art, painting, sculpture, photography, craft arts, create expressions and script writing.	All Students	58,979 Prop 28 1000-1999: Certificated Personnel Salaries Art Teacher Salary 28,243 Prop 28 3000-3999: Employee Benefits Art Teacher Benefits
1.35			
1.36			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2024-25 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 and building thinking classroom 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 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).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identifed differences. 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 2023-24 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 thinking building classroom strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics and ELA. Further analysis resulted in highlighting the importance of small group instruction throughout 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 1.23 in this current goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
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
To provide SEL support in the area of emotion regulation (data source: Panorama Survey results)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	2023-24 Average Daily Attendance Rate was 91%.	2024-25 Maintain or exceed the targeted 95% attendance rate.
Student Suspension Data	2023-24 A total of 1 student was suspended (suspension rate = 0.5%).	2024-25 Decrease total number of students suspended to 0 (suspension rate = 0%)
Attendance - Chronic Absenteeism Rate	2023-24 34% of all students (N=502) were chronically absent. 25% of EL students (N=157) were chronically absent. 50% of SPED students (N=152) were chronically absent.	2024-25 Reduce Chronic Absenteeism rate for all students to 29%. Reduce the Chronic Absenteeism rate for EL students to 20%. Reduce the Chronic Absenteeism rate for SPED students to 45%.

Panorama Data: Emotion Regulation	2023-24 47% of all the students that submitted responses (184) responded favorably.	2024-25 Increase the number of students that respond favorably to 53%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attendance rates will be monitored and Mini SARB meetings will be held for those students with excessive tardies or absences. Our Tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness, attendance raffles, and perfect attendance class incentives. Our Tier 2 interventions will include: weekly attendance data meetings, collaboration meetings with families, small group interventions, short term counseling, and breakfast club with our outreach specialist. Our Tier 3 interventions will be home visits and SARB. We will also closely monitor the attendance of all of our students with disabilities, our Mckinney Vento and foster youth and create attendance goals and incentives for these students. We as a team will monitor their progress towards their annual goals and objectives.	All Students Students with Disabilities Foster Youth Homeless	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary District Funded 1000-1999: Certificated Personnel Salaries Case Managers Salaries; Admin and Counselor Salaries
2.2	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.	All Students	No additional cost
2.3	Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment throughout the school.	All Students	No addiitonal cost
2.4	Continue Campus Supervision to ensure safety of all students.	All Students	District Funded 2000-2999: Classified Personnel Salaries 5 Campus Supervisors 6,000

			LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help 9,422 LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor - 6th supervisor 1,573 LCFF 3000-3999: Employee Benefits Classified benefits 9,685 LCFF 3000-3999: Employee Benefits Classified benefits
2.5	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.	All Students	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
2.6	Recognize and reward students for positive behavior and positive student attendance, weekly, along with academic and kindness awards. Also, focus on creating a drug free school environment.	All Students	3,000 LCFF 4000-4999: Books And Supplies Incentives and Rewards for Positive Behavior and Attendance
2.7	All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.	All Students	No additional cost
2.9	The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	All Students	No additional cost
2.10	Ensure confidentiality of documents and information.	All Students	350 LCFF 5800: Professional/Consulting Services And Operating Expenditures Contract for shredding services- Shred-It (Cintas).
2.11	Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Provide extracurricular activities such as sports dance programs.	All Students	500 LCFF 4000-4999: Books And Supplies Playground/PE equipment expenses

	The Petting Zoo will be offered as an opportunity to support student engagement.		1750 LCFF 5800: Professional/Consulting Services And Operating Expenditures Petting Zoo
2.12	Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.	All Students	250 LCFF 4000-4999: Books And Supplies Safety equipment
2.13	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist
2.14	To provide SEL support in the area of emotion regulation. In order to address this, our staff will focus on holding class meetings where the students will come together to share news, updates, concerns and recap the learning from the day. For Tier 1 support, our school counselor will also deliver developmentally appropriate core curriculum lessons for all students in their classrooms that focus on empowering our students with coping strategies for when they are in a bad mood. Our counselor will also run school-wide events to foster school belonging and support students' academic, social/emotional, and college and career development. For Tier 2 support, our school counselor will identify students for small group counseling focusing on teaching concepts and skills about resiliency, emotion identification, and coping skills. Additionally, our counselor along with our ORC, Admin and respective teachers will closely progress monitor the SEL needs of our Mckinney Vinto and foster youth. Our team will work with these students and their families to make sure they are receiving the proper SEL support along with any supplies that they may need such as clothing, shoes, materials for school and food. Our teachers will also focus on these students within their classroom setting when classroom meetings are being held to make sure their SEL needs are being addressed and monitored. We will also do scheduled check ins with them to make sure their needs are being met.	All Students Foster Youth Homeless	District Funded 1000-1999: Certificated Personnel Salaries Teachers, Admin, and Counselor Salaries

2.22			
2.24			
2.26			
2.27			
2.30			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 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 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.

Additionally, 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.

Based on our most recent Panoramic Survey results, our identified area of greatest need is in the area of emotion regulation. Specifically, our students ability to pull themselves out of a bad mood. In order to address this, our staff as a whole will focus on holding class meetings where the students will come together to share news, updates, concerns and

recap the learning from the day. These meetings will create stability even on days with twists and turns, and will allow our staff to work with our students to empower them with strategies to address their SEL needs as they arise.

Ritchen will also hold 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 spirit 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 our students reporting many strengths in social emotional learning as will be measured by our panorama survey results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identifed differences. 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 2023-24 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 2.6 section of this current goal. 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 2.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.
To increase the number of opportunities for families to be able to participate in school activities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	83% of parents attended Back to School Night.	Increase the percentage of parents attending Back to School Night to 88%.
PTA Membership	The total number of PTA Memberships was 64.	Increase the total number of PTA Memberships to 80.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings was 5.	Increase the average number of parents attending ELAC meetings to 8.
Family Engagement and LCAP Annual Survey Results: Barriers to Engagement	75% of our parents that responded to the survey stated that their schedule was a barrier to getting more involved with the school.	To reduce the percentage of parents that can not get involved with the school due to their schedule limitations to 50%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue providing essential programs and support services and workshops (e.g., parent training and education) to identified students and families. All	All Students	District Funded

	programs/services will be held in person and via zoom. They will alternate between during the school day and in the evenings so that all parents have more opportunities to attend. As needed, we connected our families with the following support agencies: Ventura County Behavioral Health - "Logrando Bein Estar" Interface Counseling Support for families who have special needs children: V.C.O.E., SELPA, Tri-Counties, and Rainbow Connection Oxnard Public Library V.C.O.E. Tobacco Prevention Brite Program Padres Juntos Promoviendo La Educacion (Parents together Promoting our Education) School on Wheels - Tutoring / support for our McKinnney Vento students / families		2000-2999: Classified Personnel Salaries Outreach Coordinator Salary 400 Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs
3.2	Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.	All Students	No additional cost
3.3	Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.	All Students	1,700 Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help and OT 636 Title III 3000-3999: Employee Benefits Classified Benefits
3.4	Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement. ELAC meetings will be held in person and via zoom. They will alternate between during the school day and in the evenings so that all parents have more opportunities to attend.	English Learners	300 Title III 2000-2999: Classified Personnel Salaries Babysitting costs
3.7	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.	All Students	No additional cost
3.9	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.	All Students	ASES
3.10	To create more opportunities for parents to attend and volunteer in school activities, Ritchen will continue to build on the following: Awards assemblies, student plays and performances, talent shows, Jogathon, petting zoo,	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary and Office Support Staff

	family math nights, field trips, room parents, movie nights, school dances, sports banquets, sports programs, skate nights, Day of the Dead Celebration, Folkloric student performances, Giving tree, canned food drive, and parent work shops centered around bullying and cyber safety, mental health awareness and fire alarm safety, how to read your child's report card / test scores, and Kinder orientation. In order to enocurage more parent attendance, we will prioritize sending out flyers of our events, at the very least, a month in advance so parents can make scheduling arrangemnts. We will also make sure we stagger our events, some during the school day and some after school.		District Funded 1000-1999: Certificated Personnel Salaries Admin and Counselor Salaries PTA Parents and approved parent volunteers
3.12			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Analysis of the 2023-24 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 6 parents in our last three ELAC meetings and in our AR Carnival where we had 10 parents volunteer their time to help supervise the events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major identifed differences.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 2023-2024 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 3.5 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 3.1 and 3.2 above.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$57,809
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$254,547.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$43,951.00
Title III	$13,858.00

Subtotal of additional federal funds included for this school: $57,809.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$76,866.00
LCFF - Intervention	$32,650.00
Prop 28	$87,222.00

Subtotal of state or local funds included for this school: $196,738.00

Total of federal, state, and/or local funds for this school: $254,547.00

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	43,951	0.00
Title III	13,858	0.00
LCFF	76,866	0.00
LCFF - Intervention	32,650	0.00
Prop 28	87,222	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	76,866.00
LCFF - Intervention	32,650.00
Prop 28	87,222.00
Title I	43,951.00
Title III	13,858.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	93,642.00
2000-2999: Classified Personnel Salaries	43,822.00
3000-3999: Employee Benefits	53,074.00
4000-4999: Books And Supplies	42,839.00
5000-5999: Services And Other Operating Expenditures	13,070.00
5800: Professional/Consulting Services And Operating Expenditures	8,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	23,422.00
3000-3999: Employee Benefits	LCFF	11,258.00
4000-4999: Books And Supplies	LCFF	30,811.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,275.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	26,663.00
3000-3999: Employee Benefits	LCFF - Intervention	5,987.00
1000-1999: Certificated Personnel Salaries	Prop 28	58,979.00
3000-3999: Employee Benefits	Prop 28	28,243.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	18,000.00
3000-3999: Employee Benefits	Title I	6,950.00
4000-4999: Books And Supplies	Title I	2,001.00
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	2,400.00
3000-3999: Employee Benefits	Title III	636.00
4000-4999: Books And Supplies	Title III	10,027.00
5000-5999: Services And Other Operating Expenditures	Title III	795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210,981.00
Goal 2	40,530.00
Goal 3	3,036.00

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
Amanda Lewis	Classroom Teacher
Elva Serrato Cortes	Other School Staff
Silvia Torres	Parent or Community Member
Jennifer Guzo	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
	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 16, 2024.

Attested:

Principal, Nauman Zaidi on May 16, 2024

SSC Chairperson, Jennifer Guzzo on May16, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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
X	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 16, 2024.

Attested:

Principal, Nauman Zaidi on May 16, 2024

X

SSC Chairperson, Jennifer Guzzo on May16, 2024

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose Avenue Elementary School	56725386055370	May 16, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Rose Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rose Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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, Oxnard Empowers, 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 groups (English Learners, Hispanic/Latino, Students with Disabilities, Migrant, and Socioeconomically Disadvantaged). Throughout the 2024-2025 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 adopted Science curriculum, "Twig Science", and continue with the implementation of the Next Generation Science Standards (NGSS).

As outlined in Oxnard Empowers Goal 1, Students' Academic Engagement and Achievement, our dedicated teachers will focus on data driven instruction, scaffold instruction to strengthen students skills' on grade-level standards, provide small group instruction, and assess students on a regular basis using Star 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.

As outlined in Oxnard Empowers Goal 2, Learning Environment and School Culture, 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, Monday announcements by our Student Council Leaders, school assemblies, Growth Mindset practices, Kindness Week, Mental Health Awareness, Wellness Wednesdays, and Anti-Bullying Awareness.

As outlined in Oxnard Empowers Goal 4, Family/Community Alliances for Student Success, 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 our school community members through our school website, our school's marquee, 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.

Educational Partner Involvement

How, when, and with whom did Rose Avenue Elementary 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, 2024 to discuss the three SPSA goals, the 2024-2025 Budget and to discuss supports/resources needed to meet academic outcomes. The school Principal facilitated a staff meeting on April 29, 2024 to share the 2024-2025 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 14, 2024 and May 28, 2024 to analyze baseline data (Star Early Literacy, Reading, and Math) in order to develop expected academic goals for the 2024-2025 school year. The Principal shared the SPSA with all teachers and support staff on June 4, 2024 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 April 26, 2024 and the School Site Council (SSC) met on April 25, 2024 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 2024-2025 budget allocations. The Principal met with School Site Council on May 16, 2024 to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on May 17, 2024 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.

This section is required for all schools eligible for ATSI and CSI.

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 one individual at the expected start time, but we were able to hire the additional ISP in February 2024.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Rose Avenue School performed in the orange category for English Language Arts. Based on the Spring Star assessment data for reading, we are continuing to make growth as 64% of our students scored at or above typical growth, but we continue to struggle with students scoring at or above grade level standards. In regard to student groups in the orange category for English Language Arts, the groups outlined in the dashboard are English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. In order to support these student groups, we will work as Professional Learning Communities to address the needs identified with consistent data analysis during our staff meetings, student monitoring conferences and Wednesday collaboration days. We will continue to address these needs through our Multi-Tiered System of Supports which includes Tier 1, Tier 2 , and Tier 3 Interventions. This will include small group instruction with a focus on core English language Arts standards, monitor progress towards SMART (Specific Measurable Attainable Relevant Timely), goals during SST and IEP Meetings, the implementation of the Sonday Phonics Program (Tier 2), and scaffolds, as needed.

Rose Avenue School also performed in the orange category for Chronic Absenteeism, which is the percentage of students who are absent 10% or more of the instructional days that they are enrolled. Based on our attendance data, we had an overall attendance rate of 90% and we had a slight decrease on the dashboard of 0.7 points. In regard to student groups in the orange category for Chronic Absenteeism, the groups outlined in the dashboard are English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged. The student group that was in the red category are Students with Disabilities. Based on attendance data in Panorama, TK students had an overall daily attendance rate of 56% while grades Kindergarten- Fifth grade had an average attendance rate of 85%. In order to support these student groups, school administrators will work with the Attendance Technician and Outreach Specialist to address the needs identified with consistent data analysis during our support staff meetings and attendance mediation meetings. We will continue to address these needs through our Multi-Tiered System of Supports which includes Tier 1, Tier 2 , and Tier 3 Interventions. This will include attendance incentives (classroom and individual), Parent Workshops, monitor progress towards SMART goals during SST and IEP Meetings, and regular communication with school families.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our Student with Disabilities performed two performance levels below "all students," in the red category, in the areas of math and chronic absenteeism. In order to support this student group in the area of math, our teachers will work in collaboration with our district's Math TOSAs and Math Manager on implementing rigorous math tasks with appropriate scaffolds and usage of manipulatives to support problem solving skills. The teachers will continue to establish and progress monitor SMART math goals within their students' IEPs. In order to support this student group in the area of Chronic Absenteeism, our Special Education Case Managers and Administrators will work with families as the nature of students' disabilities can impact their school attendance. The Principal will work with both the Special Education Department and the Transportation Department as a majority of our Students with Disabilities receive transportation services as our Mild to Moderate Special Day Class is not offered at their home school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, our staff frequently partakes in data analysis with our local assessment platforms which include Renaissance/Star (standards-based assessments for reading and math) and Panorama Education (social emotional survey data). Based on our Star Spring Window, our Kindergarten and First Grade students are performing at a 62% Student Growth Percentile (SGP) on the Star Early Literacy assessment, which is equivalent to 62% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 30% of our students are performing at or above benchmark. Based on our Star Reading assessment, our Second-Fifth Grade students are performing at 64% Student Growth Percentile (SGP), which is equivalent to 64% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 26% of our students are performing at or above benchmark in Reading. Based on our Star Math assessment, our First-Fifth Grade students are performing at 58% Student Growth Percentile (SGP), which is equivalent to 58% of our students demonstrating growth at or above typical growth. Though this is high growth towards the standards, an average of 30% of our students are performing at or above benchmark in Math.

To address these academic needs, our site will work as Professional Learning Communities to address the needs identified with consistent data analysis during our Ssaff meetings, student monitoring conferences, and Wednesday collaboration days. We will continue to address these needs through our Multi-Tiered System of Supports which includes

Tier 1, Tier 2 , and Tier 3 Interventions. This will include small group instruction with a focus on core English language arts standards and math standards, monitor progress towards SMART goals during SST and IEP Meetings, the implementation of the Sonday Phonics Program (Tier 2), and scaffolds, as needed. The Principal will also engage in consistent observation and feedback cycles with classroom Teachers after classroom walkthroughs. This practice will support the site in identifying best instructional practices and trends to support students' academic needs.

Based on our Panorama Survey for the winter window, our students are performing at the 80th-90th percentile in the areas of positive Teacher and Student Relationships and Sense of Belonging, when compared to students nationally. In the area of Self Management (63%), our students are performing at the 0-19th percentile when compared to students nationally. Though our students are performing at the 80th-90th percentile in Growth Mindset, 58% of students reported having a positive Growth Mindset. Though our students are performing at the 60th-79th percentile in Emotional Regulation, 51% of students reported having a strong sense of Emotion Regulation.

To address these social emotional (SEL) needs, our site will work as Professional Learning Communities to address the needs identified with consistent data analysis during our staff Meetings, student monitoring conferences, PBIS meetings, and Wednesday collaboration days. Our teachers will continue to collaborate with our School Counselor, Outreach Specialist, and school Administrators to ensure that we are creating a safe, inclusive, and positive learning environment. We will continue to address these needs through our Multi-Tiered System of Supports which includes Tier 1, Tier 2 , and Tier 3 Interventions. Tier 1 Interventions will include CHAMPS expectations, guidelines for success, monthly spirit weeks, Monday morning announcements, SEL class lessons, and school assemblies. Tier 2 and Tier 2 Interventions will include SEL Groups led by the School Counselor, one-on-one counseling with our School Counselor, check-ins and check-outs with support staff (School Counselor, Outreach Specialist, and Administrators), implementation of Behavior Plans, monitor progress towards SMART goals during SST and IEP Meetings and referrals for outside counseling as needed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rose Avenue Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.42%	0.6%	0.23%	2	3	1
Asian	0.63%	0.4%	%	3	2	
Filipino	%	0%	0.23%		0	1
Hispanic/Latino	97.07%	97.98%	98.17%	464	486	428
Pacific Islander	%	0%	0.92%		0	4
White	1.88%	0.81%	0.23%	9	4	1
Multiple/No Response	%	0.2%	0.23%		1	1
			Total Enrollment	478	496	436

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	127	58
Grade 1	72	70	51
Grade 2	69	70	75
Grade3	70	70	77
Grade 4	83	74	74
Grade 5	96	85	80
Total Enrollment	478	496	436

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, 98.1% of our student population was represented by the Hispanic/Latino subgroup. Rose Avenue Elementary School continues to honor and value this student group and other groups' cultural heritages and customs within our educational program.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	313	312	259	64.30%	65.5%	59.4%
Fluent English Proficient (FEP)	46	37	38	13.30%	9.6%	8.7%
Reclassified Fluent English Proficient (RFEP)				11.9%		

Conclusions based on this data:

Based on the analysis of English Learner enrollment at Rose Avenue Elementary for the 2022-2023 school year, the percentage of English Learners has decreased by 6.1% during the 2023-2024 school year, nevertheless a majority of our students (59.4%) 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	56	13	23%	4	7%	11	20%	28	50%	Level 4	838
Grade 1	53	15	28%	11	21%	11	21%	16	30%	Level 3	842
Grade 2	30	6	20%	12	40%	8	27%	4	13%	Level 2	914

Conclusions based on this data:

Based off our End of Year 2023-2024 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 (52%), were At/Above Benchmark (Level 4) while 24% 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 (31%) were At/Above Benchmark (Level 4) while 27% were at Urgent Intervention (Level 1). Due to a low-leveled score on the Star Reading, 30 Second Grade students were also tested on the Star Early Literacy. For Second Grade, a majority of our students (40%) were at Intervention (Level 2) while 27% 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	68	22	32%	19	28%	16	24%	11	16%	Level 2	915
Grade 3	81	44	54%	18	22%	12	15%	7	9%	Level 1	926
Grade 4	77	37	48%	20	26%	14	18%	6	8%	Level 1	965
Grade 5	79	41	52%	14	18%	20	25%	4	5%	Level 1	987

Conclusions based on this data:

Based off our End of Year 2023-2024 Star Reading assessment data, our Second Grade through Fifth Grade students demonstrate 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 (33%) were at Urgent Intervention (Level 1) while 28% were at Intervention (Level 2). For Third Grade, a majority of our students (55%) were at Urgent Intervention (Level 1) while 23% were at Intervention (Level 2). For Fourth Grade, a majority of our students (47%) were at Urgent Intervention (Level 1) while 26% were at Intervention (Level 2). For Fifth Grade, a majority of our students (52%) were at Urgent Intervention (Level 1) while 25% 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	69	8	15%	14	26%	25	47%	6	11%	Level 3	864
Grade 2	51	22	29%	16	21%	23	30%	16	21%	Level 2	925
Grade 3	71	36	44%	11	14%	24	30%	10	12%	Level 2	955
Grade 4	63	31	40%	22	29%	19	25%	5	6%	Level 2	992
Grade 5	84	42	53%	16	20%	12	15%	10	13%	Level 1	1025

Conclusions based on this data:

Based off our End of Year 2023-2024 STAR Math assessment data shows that our current First Grade through Fifth Grade students have demonstrated high areas of strength in mathematics and they continue to build 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 (48%) were On-Watch (Level 3) while 27% were at Intervention (Level 2). For Second Grade, a majority of our students (30%) were at On-Watch (Level 3) while 28% were at Urgent Intervention (Level 1). For Third Grade, a majority of our students (45%) were at Urgent Intervention (level 1) while 29% were at On-Watch (Level 3). For Fourth Grade, a majority of our students (39%) were at Urgent Intervention (Level 1) while 29% were at Intervention (Level 2) and Intervention (Level 2). For Fifth Grade, a majority of our students (53%) were at Urgent Intervention (Level 1) while 20% 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 classroom teachers will also continue to implement rigorous math tasks by utilizing key principles from the book, Building Thinking Classrooms in Mathematics. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		74	76		73	76		73	76		98.6	100.0
Grade 4		87	80		85	80		85	80		97.7	100.0
Grade 5		97	88		96	85		96	85		99.0	96.6
All Grades		258	244		254	241		254	241		98.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2346.		4.11	2.63		20.55	17.11		21.92	25.00		53.42	55.26
Grade 4		2408.	2408.		9.41	12.50		15.29	13.75		24.71	20.00		50.59	53.75
Grade 5		2449.	2434.		5.21	5.88		23.96	17.65		21.88	22.35		48.96	54.12
All Grades	N/A	N/A	N/A		6.30	7.05		20.08	16.18		22.83	22.41		50.79	54.36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	1.32		63.01	53.95		32.88	44.74
Grade 4		3.53	7.50		67.06	60.00		29.41	32.50
Grade 5		7.29	8.24		67.71	57.65		25.00	34.12
All Grades		5.12	5.81		66.14	57.26		28.74	36.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.26		38.36	44.74		56.16	50.00
Grade 4		7.06	1.25		51.76	55.00		41.18	43.75
Grade 5		10.42	5.88		41.67	48.24		47.92	45.88
All Grades		7.87	4.15		44.09	49.38		48.03	46.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.26		69.86	69.74		26.03	25.00
Grade 4		3.53	6.25		82.35	66.25		14.12	27.50
Grade 5		7.29	4.71		62.50	64.71		30.21	30.59
All Grades		5.12	5.39		71.26	66.80		23.62	27.80

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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	2.63		58.90	63.16		35.62	34.21
Grade 4		5.88	12.50		67.06	56.25		27.06	31.25
Grade 5		6.25	11.76		61.46	56.47		32.29	31.76
All Grades		5.91	9.13		62.60	58.51		31.50	32.37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on the 2023-2024 ELA CAASPP Data in comparison to our 2022-2023 ELA CAASPP Data, Third Grade demonstrated a slight decrease of 2% as a total of 23% of students Met or Exceeded Standard. For Fourth Grade, 26% of students Met or Exceeded Standard and this percentage was the same from the last academic year. For Fifth Grade, they demonstrated an increase of 4% (from 26% to 30%) students who Met or Exceeded Standard.

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		74	76		73	76		73	76		98.6	100.0
Grade 4		87	80		85	80		85	80		97.7	100.0
Grade 5		97	88		96	85		96	85		99.0	96.6
All Grades		258	244		254	241		254	241		98.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2365.		5.48	5.26		26.03	15.79		24.66	25.00		43.84	53.95
Grade 4		2412.	2424.		4.71	7.50		16.47	21.25		29.41	35.00		49.41	36.25
Grade 5		2422.	2427.		3.13	3.53		7.29	11.76		27.08	18.82		62.50	65.88
All Grades	N/A	N/A	N/A		4.33	5.39		15.75	16.18		27.17	26.14		52.76	52.28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.58		43.84	46.05		43.84	47.37
Grade 4		9.41	8.75		43.53	51.25		47.06	40.00
Grade 5		4.17	3.53		32.29	32.94		63.54	63.53
All Grades		8.27	6.22		39.37	43.15		52.36	50.62

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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	5.26		49.32	42.11		42.47	52.63
Grade 4		9.41	8.75		40.00	48.75		50.59	42.50
Grade 5		3.13	2.35		46.88	51.76		50.00	45.88
All Grades		6.69	5.39		45.28	47.72		48.03	46.89

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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	10.53		60.27	53.95		32.88	35.53
Grade 4		4.71	11.25		56.47	50.00		38.82	38.75
Grade 5		2.08	4.71		50.00	49.41		47.92	45.88
All Grades		4.33	8.71		55.12	51.04		40.55	40.25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on the 2023-2024 Math CAASPP Data in comparison to our 2022-2023 Math CAASPP Data, Third Grade demonstrated an increase of 3% (from 20% to 23%) of students who Met or Exceeded Standard. For Fourth Grade, they demonstrated a slight decrease of 1% (from 28% to 27%) students who Met or Exceeded Standard. For Fifth Grade, they demonstrated an increase of 7% (from 14% to 21%) 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, incorporate tasks from the text, Building Thinking Classrooms in Mathematics, 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	*		1383.4	*		1395.5	*		1355.0	*	0	73
1	*	1452.5	1442.2	*	1464.9	1453.7	*	1439.4	1430.2	*	29	44
2	1452.7	1469.4	1466.4	1454.9	1482.2	1468.5	1450.0	1456.0	1463.8	43	50	52
3	1481.9	1482.6	1487.5	1477.6	1478.8	1492.0	1485.8	1485.9	1482.6	65	47	43
4	1506.6	1528.5	1520.2	1504.0	1531.0	1517.4	1508.8	1525.4	1522.4	57	59	37
5	1516.0	1551.2	1524.2	1514.9	1547.1	1519.3	1516.8	1554.8	1528.6	39	47	33
All Grades										208	232	282

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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	*		2.74	*		21.92	*		41.10	*		34.25	*		73
1	*	7.14	4.55	*	42.86	36.36	*	28.57	38.64	*	21.43	20.45	*	28	44
2	4.65	14.89	7.69	39.53	34.04	36.54	37.21	29.79	40.38	18.60	21.28	15.38	43	47	52
3	6.15	10.64	13.95	35.38	34.04	37.21	41.54	29.79	30.23	16.92	25.53	18.60	65	47	43
4	10.53	37.29	29.73	42.11	30.51	37.84	38.60	23.73	16.22	8.77	8.47	16.22	57	59	37
5	12.82	40.43	21.21	35.90	42.55	30.30	33.33	12.77	39.39	17.95	4.26	9.09	39	47	33
All Grades	8.17	24.12	11.35	37.50	35.96	32.27	38.46	24.56	35.46	15.87	15.35	20.92	208	228	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		4.11	*		26.03	*		38.36	*		31.51	*		73
1	*	25.00	13.64	*	50.00	45.45	*	14.29	29.55	*	10.71	11.36	*	28	44
2	13.95	36.17	13.46	34.88	29.79	59.62	37.21	23.40	11.54	13.95	10.64	15.38	43	47	52
3	16.92	14.89	27.91	47.69	48.94	41.86	16.92	19.15	23.26	18.46	17.02	6.98	65	47	43
4	33.33	54.24	43.24	43.86	32.20	35.14	19.30	8.47	13.51	3.51	5.08	8.11	57	59	37
5	25.64	63.83	30.30	43.59	29.79	54.55	20.51	6.38	6.06	10.26	0.00	9.09	39	47	33
All Grades	22.12	40.79	19.15	42.31	36.84	42.20	23.08	14.04	22.70	12.50	8.33	15.96	208	228	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		1.37	*		8.22	*		45.21	*		45.21	*		73
1	*	7.14	4.55	*	14.29	15.91	*	35.71	40.91	*	42.86	38.64	*	28	44
2	4.65	6.38	11.54	23.26	36.17	28.85	46.51	27.66	32.69	25.58	29.79	26.92	43	47	52
3	6.15	8.51	0.00	21.54	27.66	37.21	46.15	36.17	27.91	26.15	27.66	34.88	65	47	43
4	7.02	22.03	18.92	26.32	27.12	29.73	40.35	28.81	35.14	26.32	22.03	16.22	57	59	37
5	10.26	17.02	6.06	10.26	25.53	30.30	48.72	51.06	42.42	30.77	6.38	21.21	39	47	33
All Grades	6.73	13.16	6.38	21.15	27.19	23.05	44.71	35.53	37.94	27.40	24.12	32.62	208	228	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		4.11	*		72.60	*		23.29	*		73
1	*	37.04	40.91	*	55.56	54.55	*	7.41	4.55	*	27	44
2	2.33	23.40	19.23	83.72	70.21	73.08	13.95	6.38	7.69	43	47	52
3	14.06	36.17	27.91	67.19	42.55	58.14	18.75	21.28	13.95	64	47	43
4	29.82	54.24	32.43	61.40	38.98	56.76	8.77	6.78	10.81	57	59	37
5	20.51	34.04	24.24	66.67	61.70	63.64	12.82	4.26	12.12	39	47	33
All Grades	16.91	37.89	22.34	68.60	52.86	64.54	14.49	9.25	13.12	207	227	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		10.96	*		41.10	*		47.95	*		73
1	*	17.86	13.64	*	71.43	65.91	*	10.71	20.45	*	28	44
2	16.28	34.04	23.08	65.12	57.45	61.54	18.60	8.51	15.38	43	47	52
3	27.69	28.26	34.88	58.46	50.00	53.49	13.85	21.74	11.63	65	46	43
4	42.59	47.46	48.65	48.15	47.46	37.84	9.26	5.08	13.51	54	59	37
5	45.95	85.11	66.67	43.24	14.89	30.30	10.81	0.00	3.03	37	47	33
All Grades	32.02	44.93	28.72	55.17	46.26	48.94	12.81	8.81	22.34	203	227	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		10.96	*		54.79	*		34.25	*		73
1	*	14.81	15.91	*	29.63	40.91	*	55.56	43.18	*	27	44
2	20.93	14.89	13.46	51.16	55.32	50.00	27.91	29.79	36.54	43	47	52
3	4.62	2.13	0.00	53.85	46.81	48.84	41.54	51.06	51.16	65	47	43
4	10.53	11.86	18.92	61.40	55.93	48.65	28.07	32.20	32.43	57	59	37
5	10.26	17.02	6.06	48.72	72.34	69.70	41.03	10.64	24.24	39	47	33
All Grades	10.58	11.89	10.99	54.33	54.19	51.77	35.10	33.92	37.23	208	227	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		6.85	*		31.51	*		61.64	*		73
1	*	10.71	2.27	*	67.86	72.73	*	21.43	25.00	*	28	44
2	0.00	12.77	19.23	69.77	51.06	65.38	30.23	36.17	15.38	43	47	52
3	15.38	36.17	27.91	63.08	46.81	53.49	21.54	17.02	18.60	65	47	43
4	7.02	44.07	48.65	75.44	45.76	40.54	17.54	10.17	10.81	57	59	37
5	5.13	40.43	24.24	76.92	57.45	63.64	17.95	2.13	12.12	39	47	33
All Grades	7.69	31.14	19.15	69.71	52.19	52.48	22.60	16.67	28.37	208	228	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based off our Summative ELPAC Data from Spring 2023-2024, 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 (52%) were at Somewhat Developed (Level 2) while 23% were at Minimally Developed. For First Grade, a majority of our students (45%) were at Somewhat Developed (Level 2) while 23% were at Moderately Developed (Level 3). For Second Grade, a majority of our students (52%) were at Moderately Developed (Level 3) while 22% were at Somewhat Developed (Level 2).

For Third Grade, a majority of our students (33%) were at Moderately Developed (Level 3) while 29% were at Somewhat Developed (Level 2). The 14% 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 28% of Well-Developed students will be able to reclassify if they meet the English Language Arts criteria. For Fifth Grade, a majority of our students (31%) were at Somewhat Developed (Level 2) while 39% were at Minimally Developed (Level 1). The 10% 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
496	**94.4**	**62.9**	**1.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	312	62.9
Foster Youth	6	1.2
Homeless	93	18.8
Socioeconomically Disadvantaged	468	94.4
Students with Disabilities	89	17.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6
Asian	2	0.4
Hispanic	486	98
Two or More Races	1	0.2
White	4	0.8

Conclusions based on this data:

Based on the 2022-2023 Dashboard for Student Population, there were a total of three significant student groups at Rose Avenue Elementary School: Socioeconomically Disadvantaged (94.4%), English Learners (62.9%), and Students will Disabilities (17.9%). Based on the Dashboard for Enrollment by Race/Ethnicity, there was one significant student group at Rose Avenue Elementary School: Hispanic (98%).

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Based on the 2023 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the Low Performance Level (Orange) for English Language Arts and for Chronic Absenteeism, Medium Performance Level (Yellow) for Mathematics and Suspension Rate, and a High Performance Level (Blue) for English Learner Progress.

Based on the 2023 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 in English Language Arts. 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. To address our “Very High” Level for Chronic Absenteeism, our attendance rates will be monitored frequently 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.

Based on the 2023 Fall Dashboard for Overall Performance for All Students, as Rose Avenue Elementary School is at the Medium Performance Level (Yellow) for Mathematics, we 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 in Mathematics. Our site will continue to supplement the current Math curriculum with rigorous math tasks to increase students' problem solving skills and with Math strategies from the Pre-K to 3 Coherence Collaboration (P3CC). We will continue our collaboration with the Math Manager and Math TOSAs in order to increase our mathematical practices in the classroom. 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.

Based on the 2023 Fall Dashboard for Overall Performance for All Students, as Rose Avenue Elementary School is at the High Performance Level (Blue), our 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

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
65.1 points below standard	65.2 points below standard	3 Students
Decreased -6.9 points	Decreased -11.8 points	
221 Students	163 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Orange
68.8 points below standard	66.7 points below standard	144.2 points below standard
Increased +6.7 points	Decreased -6.9 points	Increased +3.4 points
53 Students	211 Students	56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 64.2 points below standard Decreased -7 points 215 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.6 points below standard Decreased Significantly -24.4 points 106 Students	23.5 points below standard Maintained -0.6 points 57 Students	79.1 points below standard Increased +6.1 points 49 Students

Conclusions based on this data:

Based on the 2023 Fall Dashboard English Language Arts Performance for All Students/Student Groups, all students, including the student groups represented by English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities (increased by 3.4 points and advanced to one performance level) , and Hispanic were at the Low Performance Level (Orange). Our student group represented by Homeless, increase to the Medium Performance Level (Yellow), which was an increase of 6.7 points.

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 all student groups, teachers will continue to integrate high 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) for our Students with Disabilities. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
72.4 points below standard	72.1 points below standard	3 Students
Increased +3.7 points	Increased +4.7 points	
221 Students	163 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
65.1 points below standard	74.7 points below standard	148.5 points below standard
Increased +13.5 points	Maintained +2.6 points	Maintained -2.1 points
53 Students	211 Students	56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 71.4 points below standard Maintained +2.8 points 215 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.1 points below standard Maintained -1.2 points 106 Students	55.4 points below standard Increased +11.7 points 57 Students	89.3 points below standard Decreased -10.9 points 49 Students

Conclusions based on this data:

Based on the 2023 Fall Dashboard Mathematics Performance for All Students/Student Groups, all students (increased by 3.7 points), including the student groups represented by English Learners (increased by 4.7 points) and Homeless (increased by 13.5 points), advanced to the Medium Performance Level (Yellow). The student groups represented by Socioeconomically Disadvantaged Students and Hispanic Students performed at the Low Performance Level (Orange). Our Students with Disabilities performed at the Very Low Performance Level (Red).

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. For all student groups, 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. 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. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet academic 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
63.7% making progress towards English language proficiency
Number of EL Students: 135 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.

2023 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	36	1	85

Conclusions based on this data:

Based on the 2023 Fall Dashboard English Learner Progress Indicator, our student group of English Learners is at the Very High Performance Level (Blue), which is 63.7 points points above the standard. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
34.5% Chronically Absent	29.2% Chronically Absent	6 Students
Declined -0.7	Declined -1	
530 Students	339 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
31.8% Chronically Absent	34.9% Chronically Absent	45.3% Chronically Absent
Declined -2	Declined -1.4	Increased 1.9
107 Students	499 Students	117 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 34.1% Chronically Absent Declined -1.4 519 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 4 Students

Conclusions based on this data:

Based on the 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Groups, all students, especially student groups represented by English Learners, Homeless, Socioeconomically Disadvantaged Students, and Hispanic were at the Orange Performance Level, which is at the “High” level of Chronic Absenteeism. Our Students with Disabilities were at the Red Performance Level, which is a the "Very High" level of 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 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. In order to support Students with Disabilities in the area of Chronic Absenteeism, our special education case managers and Administrators will work with families as the nature of students' disabilities can impact their school attendance. The School Principal will work with both the Special Education Department and the Transportation Department as a majority of our Students with Disabilities receive transportation services as our Mild to Moderate Special Day Class is not offered at their home school.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
0.9% suspended at least one day	1.4% suspended at least one day	6 Students
Increased 0.3	Increased 0.9	
557 Students	351 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Yellow
0.9% suspended at least one day	1% suspended at least one day	0.8% suspended at least one day
Declined -0.3	Increased 0.4	Increased 0.8
112 Students	521 Students	120 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 0.9% suspended at least one day Increased 0.3 543 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

Conclusions based on this data:

Based on the 2023 Fall Dashboard Suspension Rate for All Students/Student Group, all students, including the three student groups represented by Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic were at the Medium Level (Yellow) for Suspension Rates. English Learners were at the "High" Level (Orange), while our Homeless Students were at the "Low " Level (Green) Green in the area of Suspension Rates. 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will reach high academic standards in reading, Mathematics and ELD.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy: Kindergarten Star Reading: 1st -5th grades	The percentage of students who scored At or Above Benchmark on the End of the Year 2024 Star Assessments: • Kindergarten-52% • 1st grade- 37% • 2nd grade- 40% • 3rd grade- 23% • 4th grade- 26% • 5th grade- 30%	Based on the 2023-2024 Grade Level Cohorts, the 2024-2025 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above benchmark will increase to: • Kindergarten- 72% • 1st grade- 58% • 2nd grade- 58% • 3rd grade- 60% • 4th grade- 43% • 5th grade- 46%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 2023-	Based on the 2023-2024 Grade Level Cohorts, the 2024-2025 Grade Level Cohorts will demonstrate growth by moving one or two levels across the

	2024 school year: • 3rd grade- 23% • 4th grade- 26% • 5th grade- 30%	different bands on the CAASPP for ELA. The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 43% • 4th grade- 46% • 5th grade- 50%
Star Math: 1st - 5th grades	The percentage of students who scored At or Above Benchmark on the End of the Year 2024 Star Assessments: • 1st grade- 60% • 2nd grade- 51% • 3rd grade- 41% • 4th grade- 32% • 5th grade- 28%	Based on the 2023-2024 Grade Level Cohorts, the 2024-2025 Grade Level Cohorts will demonstrate growth by moving at least one to two levels across the different bands on the Star Assessments. The percentage of students who will score At or Above benchmark will increase to: • 1st grade- 68% • 2nd grade- 80% • 3rd grade- 71% • 4th grade- 61% • 5th grade- 52%
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2023-2024 school year: • 3rd grade- 23% • 4th grade- 27% • 5th grade- 21%	Based on the 2023-2024 Grade Level Cohorts, the 2024-2025 Grade Level Cohorts will demonstrate growth by moving one or two levels across the different bands on the CAASPP for Math The percentage of students who will score at Met or Exceeded will increase to: • 3rd grade- 35% • 4th grade- 43% • 5th grade- 41%
Accelerated Reader Quizzes: 2nd-5th grades	The percentage of students who Met Benchmark (85% and above) for the End of Year (2024): • 2nd grade-26% • 3rd grade- 38% • 4th grade- 46% • 5th grade- 42%	The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by the End of the 2024-2025 school year will increase at least by 20%. • 2nd grade- 46% • 3rd grade- 46% • 4th grade- 48% • 5th grade- 66%

ELPAC Reclassification rates	The percentage of English learners in 3rd-5th Grade who were Reclassified during the 2023-2024 school year: 29% (32/111)	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 20%. This will result in 49% of English Learners in 3rd-5th grades to be reclassified during the 2024-2025 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 3-5 times a year where the principal will meet with subbed-out teachers/grade level members. A floating substitute will be provided for classroom coverage during these conferences. 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.	All Students	4,000 LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences 1,000 LCFF 3000-3999: Employee Benefits Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences
1.2	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	English Learners	1,000 Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers (Tutoring/PD) 225 Title III 3000-3999: Employee Benefits Certificated Benefits 10,000 Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development (ELPAC, CABE, ELD, VCOE) District Funded

	supplemental materials and replenish computer supplies for ELPAC testing such as headphones.		1000-1999: Certificated Personnel Salaries EL TOSAs 5,255 Title III 4000-4999: Books And Supplies Materials, Supplies, Books Other Than Textbooks 500 Title III 5000-5999: Services And Other Operating Expenditures CABE and VC CABE Memberships
1.3	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.	All Students	30,068 LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives 5,000 LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges 2,000 LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department 2,500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps
1.4	In order to provide additional interventions (Tier 1 and Tier 2), our school will hire one certificated Intervention Services Providers (ISP) 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.	All Students	27,156 Title I 1000-1999: Certificated Personnel Salaries ISP 6,098 Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits (ISP) District Funded 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher
1.5	The After School Program will be offered to all students in order to provide academic support, enrichment opportunities, and hands-on activities.	All Students	ASES
1.6	Continue with implementation of CAASPP Interim Assessment Blocks (IABs), District Writing	All Students	

	Prompts, 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).		No additional cost
1.7	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.	All Students	7,000 Title I 2000-2999: Classified Personnel Salaries Limited Term Instructional Assistant 2,615 Title I 3000-3999: Employee Benefits Limited Term Instructional Assistant
1.8	All students in Kindergarten & 1st Grade will take Star Early Literacy Tests, while all students in 2nd-5th grade will take the Star Reading Tests to monitor and assess student progress during the five progress monitoring windows. All students in 1st-5th grade will take the Star Math test to monitor and assess student progress during the five progress monitoring windows.	All Students	No additional cost
1.9	All students will have access to Visual Arts Lessons as our site will have a part-time, credentialed teacher. These Visual Arts lessons may include folk art, painting, sculpture, photography, craft arts, creative expressions, graphic arts and design, computer coding, anuiamtion, music composition and ensembles, script writing, costume design, film, and video.	All Students	90,371 Prop 28 1000-1999: Certificated Personnel Salaries Part-Time Visual Arts Teacher
1.11	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. 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. 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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary Materials/Supplies/Incentives: See Goal 1.3 3,000 LCFF 4000-4999: Books And Supplies Library Books/Books Other than Textbooks 300 LCFF 2000-2999: Classified Personnel Salaries Library/Media Tech: Extra help 161 LCFF

			3000-3999: Employee Benefits Library/Media Tech: Extra help 657 Title I 4000-4999: Books And Supplies Library Books/Books Other than Textbooks District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance Contract
1.13			
1.14	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.	English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for Migrant Services
1.15	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.	All Students	No additional cost
1.16	Classroom Teachers will provide after school tutoring for intensive intervention in the areas of ELA and Math for all grade levels. Teachers will also have the opportunity to attend professional development to support their implementation of specific interventions.	All Students	7,500 LCFF 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring 2,000 LCFF 3000-3999: Employee Benefits Certificated Benefits
1.17	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). This will allow the site to provide first-hand interactive experiences. Field trips will be provided to students at the beginning of units to provide background and interest in future lessons.	All Students	6,000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation 2,500 LCFF 5000-5999: Services And Other Operating Expenditures Services, registration, and entrance fees
1.18	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.)	All Students	2,000 LCFF 4000-4999: Books And Supplies Computer Equipment Over $500 1,000 LCFF 4000-4999: Books And Supplies

			Computer Supplies and Software
1.19	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.	Students with Disabilities	Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1.1.
1.29	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.	Students with Disabilities	No additional cost
1.33	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.	All Students	7,500 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 Teachers-Extra Help/Tutoring: See Goal 1.16
1.34	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2023-2024 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 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 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, an increase of progress monitoring towards grade level standards, the inclusion of appropriate Tier 1 and Tier 2 interventions, and a majority of our grade levels achieved academic gains on the 2023-2024 CAASPP. For Math CAASPP, our fourth graders demonstrated a 6% gain and our fifth graders demonstrated a 4% gain.

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 (ISPs), Our site was not able to hire one individual at the expected start time, but we were able to hire the additional ISP in February 2024. 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.

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 2023-2024 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. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade) Panorama Survey: 3rd-5th Grade Students	Spring 2024 Panorama Data: Kinder-2nd Grade Emotion Regulation: 70% Self-Management: 50% Social Awareness: 68% Spring 2024 Panorama Data: 3rd-5th Grade Emotion Regulation: 52% Growth Mindset: 54% Self-Management: 62% Engagement: 55% Sense of Belonging: 61% Social Awareness: 63% Teacher-Student Relationships: 77%	Increase positive Panorama survey results by 20% across Kinder-2nd Grade: Emotion Regulation: 90% Self-Management: 70% Social Awareness: 88% Increase positive Panorama survey results by 20% across 3rd-5th Grades: Emotion Regulation: 72% Growth Mindset: 74% Self-Management: 82% Engagement: 75% Sense of Belonging: 81% Social Awareness: 83% Teacher-Student Relationships: 97%
Suspension Rate	For the 2023-2024 school year, there was a total of 1 (-0.01%) off-campus suspension.	Maintain a very low off-campus suspension rate and continue to reduce suspension rates.

Office Discipline Referrals	Based on Office Referral Data for the 2023-2024 school year, there were 297 office referrals.	Office Referrals will be reduced by 25% during the 2024-2025 school year.
Attendance Rate	The average school wide yearly attendance was 95% for the 2023-2024 school year. The Chronic Absence percentage was 5% for the 2023-2024 school year.	Increase the annual attendance rate by 4%. Reduce the 2024-2025 Chronic Absence rate by 4%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	Materials and Supplies: See Goal 1.3
2.2	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary Materials and Supplies: See Goal 1.3
2.3	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.	All Students	Materials and Supplies: See Goal 1.3 District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary District Funded 2000-2999: Classified Personnel Salaries ORC Salary
2.4	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	All Students	District Funded 2000-2999: Classified Personnel Salaries

	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 for students exhibiting challenges with daily attendance.		Outreach Coordinator and Attendance Technician's Salaries Materials and Supplies: See Goal 1.3
2.5	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. This may include Spanish translations of school documents.	All Students	500 Title III 2000-2999: Classified Personnel Salaries Clerical Extra Help: Family/Parent Support 208 Title III 2000-2999: Classified Personnel Salaries Clerical: Benefits 3,500 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime: Family/Parent Support 1,300 LCFF 3000-3999: Employee Benefits Clerical: Benefits
2.7	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.	All Students	Floating Certificated Substitutes for Teacher Release to attend SST Meetings: See Goal 1.1 District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
2.8	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.	All Students	3,500 LCFF 2000-2999: Classified Personnel Salaries Extra Help from Campus Supervisors 1,200 LCFF 3000-3999: Employee Benefits Classified Benefits for Campus Supervisors (Extra Help)

2.9	Ensure confidentiality of documents containing student information.	All Students	2,810 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for Shredding Services:
2.10	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
2.11	Establish and implement our Comprehensive School Safety Plan where all staff and students participate in: • Monthly fire drills • Per Trimester: Priority 1 & 2 Lockdown drills • Quarterly earthquake drills • Annual evacuation drill • Professional development for first aid and safety for all staff	All Students	No additional cost
2.13	Based on 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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
2.14	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	All Students	Materials and Supplies: See Goal 1.3
2.16	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.	All Students	Travel and Conference: See Goal 1.33
2.17	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.).	All Students	No additional cost
2.18	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.	All Students	No additional cost
2.19	Ensure administrative site coverage when the School Principal is absent or off-site.	All Students	2,500 LCFF 1000-1999: Certificated Personnel Salaries

			Administrative Support/Extra Help 297 LCFF 3000-3999: Employee Benefits Administrative Coverage: Benefits
2.20	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.	Foster Youth Homeless Socioeconomically Disadvantaged	No additional cost
2.21	All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.	All Students	No additional cost
2.22	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama contract
2.23	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 site will support students with AVID applications and invite the Middle School Team for presentations as needed. SPED case managers will organize Middle School Transition IEP Meetings to ensure the continuation of SPED services.	All Students Students with Disabilities	Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1.1

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 2023-2024 school year, the Puma Staff remained dedicated to enhancing students' school connections, maintaining an inclusive environment, and continuing with safety protocols. The 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 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.

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 2023-2024 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. The PBIS Team will continue to develop learning experiences that reinforce our schoolwide CHAMPS/STOIC expectations both in the classroom and outside the classroom. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at school meetings and workshops (Examples: Title 1,meetings, Coffee with the Principal, Parent/Family Nights, PTA, SSC).	For the 2023-2024 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 2024-2025 school year as measured by attendance sign-in sheets.
Parent Participation in ELAC meetings	For the 2023-2024 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 2024-2025 school year as measured by ELAC attendance sign-in sheets.
Panorama: Parent Survey: participation and results	For the 2023-2024 Winter Window, our site had 117 parent responses. School Climate: 80% Family Efficacy: 66% Barriers to Engage: 86% Family-School Communication: 73% Family Engagement: 8%	Parent Responses will increase by 100 responses during the 2024-2025 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: 195% Family Efficacy: 81% Barriers to Engage: 100% Family-School Communication: 88%

		Our goal is to increase the Panorama Survey Results by 50% in the area of: Family Engagement: 58%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to conduct Title 1 meetings to inform families of opportunities and supports supported by Title I funds.	All Students	No additional cost
3.3	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 General PTA Meetings (1-3 a year) and "Coffee with the Principal" meetings)3-5 times a year).	English Learners All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
3.4	Families will receive communication regarding our school's safety, procedures, events, and activities through Parent Square, the school website, marquee and social media accounts.	All Students	No additional cost
3.5	Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen school-home partnerships and involve parents in revision of these documents.	All Students	No additional cost
3.6	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.	Students with Disabilities All Students	250 Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help 2,000 Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Overtime 850 Title III 3000-3999: Employee Benefits Classified Benefits District Funded 2000-2999: Classified Personnel Salaries Mixteco Support Staff
3.8	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	All Students	1,500 LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator: Overtime 500 LCFF

	skills, Canvas, and district instructional applications (Lexia/Core 5, ST Math, myOn).		1000-1999: Certificated Personnel Salaries Outreach Coordinator Benefits 2,000 LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Help & Overtime 296 LCFF 3000-3999: Employee Benefits Counselor's Benefits 1,000 LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: Extra Help 500 LCFF 3000-3999: Employee Benefits Instructional Assistants' Benefits Teachers' Extra Help: See Goal 1.16
3.9	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.	Foster Youth Socioeconomically Disadvantaged Homeless	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
3.10	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.	All Students	Teachers' Extra Help: See Goal 1.16; ORC and Counselor Extra Hours: See Goal 3.8
3.11	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 2024-2025 school year.	English Learners	350 Title III 2000-2999: Classified Personnel Salaries Babysitting (Campus Supervisors) 100 Title III 3000-3999: Employee Benefits Babysitting (Campus Supervisors)
3.12	Encourage and provide support to parents to complete Oxnard School District's school volunteer clearance process, so parents can participate in	All Students	No additional cost

	their children's education in order to support their academic and social-emotional growth.		
3.13	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.	All Students African American	District Funded 1000-1999: Certificated Personnel Salaries Manager of Equity, Family, and Community
3.16	Provide a parent orientation event for incoming TK-Kindergarten students to familiarize them with school and classroom expectations.	All Students	Teacher Extra Hours: See Goal 1.16
3.18	After School Program Parent Nights will be offered to provide parents with nutrition education, high school requirements, and other engaging activities.	All Students	ASES No additional cost
3.19	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.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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. During the 2023-2024 school year, 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 Parent Square, our school website, social media accounts (Facebook/Instagram), and our school marquee.

Overall, the culmination of strategies somewhat supported Goal 3 as we had high attendance rates 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 them with the online Panorama Survey during the survey's window.

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 gather data to best support our family/parent needs. Our support staff will reach out to local agencies for future parent workshops and family 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.

Based on the analysis of the 2023-2024 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/AR) and on Canvas, our learning management system, so parents can support students at home. Our support staff will reach out to local agencies for future parent workshops and family resources. These changes can be found in the following SPSA sections: Plan Description, Comprehensive Needs Assessment Components, and Planned Improvements for Goal 3.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$64,764
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$252,567.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$43,526.00
Title III	$21,238.00

Subtotal of additional federal funds included for this school: $64,764.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$97,432.00
Prop 28	$90,371.00

Subtotal of state or local funds included for this school: $187,803.00

Total of federal, state, and/or local funds for this school: $252,567.00

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	43,526	0.00
Title III	21,238	0.00
LCFF	97,432	0.00
LCFF - Intervention	0	0.00
Prop 28	90,371	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	97,432.00
Prop 28	90,371.00
Title I	43,526.00
Title III	21,238.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	141,125.00
2000-2999: Classified Personnel Salaries	20,108.00
3000-3999: Employee Benefits	10,544.00
4000-4999: Books And Supplies	41,980.00
5000-5999: Services And Other Operating Expenditures	11,810.00
5700-5799: Transfers Of Direct Costs	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,500.00
2000-2999: Classified Personnel Salaries	LCFF	9,800.00
3000-3999: Employee Benefits	LCFF	6,754.00
4000-4999: Books And Supplies	LCFF	36,068.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,310.00
5700-5799: Transfers Of Direct Costs	LCFF	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	90,371.00
1000-1999: Certificated Personnel Salaries	Title I	33,254.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00
3000-3999: Employee Benefits	Title I	2,615.00
4000-4999: Books And Supplies	Title I	657.00
1000-1999: Certificated Personnel Salaries	Title III	1,000.00
2000-2999: Classified Personnel Salaries	Title III	3,308.00
3000-3999: Employee Benefits	Title III	1,175.00
4000-4999: Books And Supplies	Title III	5,255.00
5000-5999: Services And Other Operating Expenditures	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	227,406.00
Goal 2	15,815.00
Goal 3	9,346.00

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
Veronica Barraza	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Michelle Robledo	Classroom Teacher
Alejandra Santos	Other School Staff
Lucy Fernandez	Parent or Community Member
Sanjuana Franco	Parent or Community Member
Melissa Garcia	Parent or Community Member
Martha Gutierrez	Parent or Community Member
Daisy Magana	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
	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 5/16/2024.

Attested:

	Principal, Diana Perez on 5/16/2024
	SSC Chairperson, Michelle Robledo-Canchola on 5/16/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Linda Elementary	56725386055388	May 29, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Sierra Linda Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Sierra Linda Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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. The Mission of the Oxnard School Disitrict is: 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 Oxnard School Disitrct's Vision is: 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, Vision, and Student Profile.

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 and addresses Goal 1.0 of the Strategic Plan with a focus on student academic achievement and engagement. 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 instruction. 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 exited being identified as ATSI (Additional Targeted Support and Improvement), due to growth of our 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 that have a positive impact on student learning, such as providing tutoring for learning recovery after-school and including students 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 data from Star assessments, adopted curriculum assessments, and teacher-created assessments to focus on Reading and Math skills during regular classroom instruction.

Goal 2.1 of the Strategic Plan focuses on multi-tiered systems of supports. 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 to build student and staff capacity, foster resiliency, and instill 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.

Strategic Plan Goal 4.2 focuses on creating family engagement opportunities. At Sierra Linda, parents are partners in their children's education. We involve and inform them in a variety of ways. There are several parent committees/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.

Educational Partner Involvement

How, when, and with whom did Sierra Linda Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Strategic Goal 4.2 focuses on creating family engagement opportunities. At Sierra Linda, parents are partners in their children's education. The SPSA was reviewed with parents during our SSC, Title I, ELAC, and PTA 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 to the 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 April through May. 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 parent meetings, staff 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.

This section is required for all schools eligible for ATSI and CSI.

We had previously allocated funds for substitutes to provide for observations, lesson planning with district TOSA's, 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 students who require transportation enough after-school tutoring opportunities in learning recovery for the entire year. This affected our Students with Disabilities sub-group the most.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on our 2022-2023 California School Dashboard data, we had some areas that showed a need for improvement.

In the area of ELA, our Students with Disabilities subgroup was one of our groups in red. This group showed a decline of 18.2 points. Our goal will be to progress monitor all of these students more closely, by establishing formative SMART goals and reviewing their IEP goals to ensure we are meeting their academic needs in ELA. We will also target these students during our universal access time during tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring. We will also have our teachers work with our Program Specialists on instructional strategies to support their needs.

In the area of ELA, our English Learners were also in red. Their status in the 2022-23 school year was a -75 average distance from standard. Our goal for these students will also be to progress monitor all of these students more closely, by establishing formative SMART goals and reviewing their progress through our MTSS process. We will also target these students during our universal access time during their Designated ELD time and Tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring.

In the area of chronic absenteeism, our Students with Disabilities were in the red. Therefore, improving attendance for this sub-group will be a priority for our school, and we will work with our Special Education Department on transportation needs. Our Tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness (Kindness Club), attendance raffles, perfect attendance class incentives, individual attendance incentives, and school counselor check-ins. Our Tier 2 interventions will include bi-weekly attendance data meetings,

collaboration meetings with families (mini-SARB), small group interventions, and short-term counseling. Our Tier 3 interventions will be home visits and SARB.

In the area of Math, our Students with Disabilities subgroup was our group in red. This group maintained their growth in comparison to the "All Students" group. Our goal will be to progress monitor all of these students more closely, by establishing formative SMART goals and reviewing their IEP goals to ensure we are meeting their academic needs in Math. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We will refer them to after-school tutoring. We will also have our teachers work with our Program Specialists and Math TOSA's on instructional strategies to support their needs.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Our Students with Disabilities and our English Learners were the two groups that were two or more performance levels below the “All Students” performance. As stated above, we will be progress monitoring all of these students more closely, by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We also will refer them to before or after-school tutoring. In the area of mathematics, we had our Students with Disabilities two or more performance levels below the “all-student” performance group. We will be progress monitoring all of these students more closely, by establishing formative SMART goals. We will also target these students during our universal access time during Tier 1 instruction to meet their academic needs. We also will refer them to after-school tutoring.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Bi-weekly data from both formal and informal classroom observations conducted in TK through 5th grades throughout the school year informed the development of the goals, actions, and services outlined in the School Plan for Student Achievement. Analysis of this observational data revealed the need for enhanced, systemic, purposeful, and evidence-based collaboration. It also underscored the necessity for more common formative assessment benchmarks to monitor student progress closely, a stronger emphasis on academic writing across all core subjects, and a continued focus on integrating math problem-solving strategies to enhance critical thinking and oracy skills in Mathematics. Additionally, we plan to increase the use of state test-released questions for the SBAC and leverage Star Custom assessments to challenge our students with these types of questions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Linda Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.19%	%	1	1	
African American	0.75%	1.34%	1.27%	4	7	6
Asian	%	0.38%	%		2	
Filipino	0.94%	1.53%	1.27%	5	8	6
Hispanic/Latino	92.86%	91.97%	92.80%	494	481	438
Pacific Islander	0.38%	0.19%	0.21%	2	1	1
White	3.76%	3.25%	3.18%	20	17	15
Multiple/No Response	1.13%	1.15%	1.27%	6	6	6
			Total Enrollment	532	523	472

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	103	124	56
Grade 1	82	78	48
Grade 2	93	82	73
Grade3	84	97	79
Grade 4	74	78	93
Grade 5	96	64	78
Total Enrollment	532	523	472

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, 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	282	276	225	47.40%	53.0%	47.7%
Fluent English Proficient (FEP)	26	15	20	9.30%	4.9%	4.2%
Reclassified Fluent English Proficient (RFEP)				17.4%		

Conclusions based on this data:

Sierra Linda's overall English Learners population has slightly decreased. However, we have increased the number of students who have met the reclassification criteria. Based on assessment data, we believe our 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. 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 which provides EL students support throughout every content area. We will be offering after-school tutoring for EL students with a 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	55	5	9%	4	7%	19	35%	27	49%	Level 4	842
Grade 1	46	7	15%	9	20%	18	39%	12	26%	Level 3	857
Grade 2	17	16	94%	0	0%	1	6%	0	0%	Level 1	771

Conclusions based on this data:

At Sierra Linda, as of April 2024, 79% of Kinder students and 65% of 1st Grade students scored At or Above Benchmark on the Star Early Literacy assessment. These scores showed an increase in the number of students scoring in the At or Above Benchmark as compared to the April 2023 scores. 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 2024 assessment window, we had 27 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	70	23	33%	14	20%	17	24%	16	23%	Level 1	921
Grade 3	77	32	42%	21	27%	10	13%	14	18%	Level 1	930
Grade 4	96	47	49%	20	21%	13	14%	16	17%	Level 1	976
Grade 5	69	32	46%	13	19%	17	25%	7	10%	Level 1	998

Conclusions based on this data:

In reviewing the April 2024 Star data report, 38% of our 2nd-grade students; and 33% of our 3rd-grade students have reached the At/Above level on the Star Reading assessment. In 4th grade, 34% of students reached the At/Above Level, and in 5th Grade, only 35% reached the At/Above Level on the Star 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 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	46	3	7%	12	26%	20	43%	11	24%	Level 3	881
Grade 2	75	27	36%	13	17%	18	24%	17	23%	Level 2	918
Grade 3	76	30	39%	14	18%	19	25%	13	17%	Level 2	950
Grade 4	99	39	39%	29	29%	21	21%	10	10%	Level 2	984
Grade 5	66	30	45%	22	33%	6	9%	8	12%	Level 1	1022

Conclusions based on this data:

The data from our April 2024 Star Math assessment window shows that 43% of 1st Grade students, 47% of 2nd Grade students, 40% of 3rd Grade students, and 26% of 4th Grade students met the At/Above Benchmark Level on the Star Math assessment. Our 5th Grade scored 32% 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 Math Manager and TOSAs 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		81	96		81	95		81	95		100.0	99.0
Grade 4		72	79		72	78		72	78		100.0	98.7
Grade 5		99	62		97	62		97	62		98.0	100.0
All Grades		252	237		250	235		250	235		99.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2370.		13.58	7.37		14.81	23.16		23.46	20.00		48.15	49.47
Grade 4		2383.	2435.		4.17	12.82		11.11	21.79		22.22	30.77		62.50	34.62
Grade 5		2434.	2404.		3.09	4.84		18.56	6.45		21.65	19.35		56.70	69.35
All Grades	N/A	N/A	N/A		6.80	8.51		15.20	18.30		22.40	23.40		55.60	49.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.32		56.79	62.11		33.33	31.58
Grade 4		1.39	12.82		65.28	60.26		33.33	26.92
Grade 5		7.22	3.23		53.61	43.55		39.18	53.23
All Grades		6.40	7.66		58.00	56.60		35.60	35.74

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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	6.32		43.21	47.37		48.15	46.32
Grade 4		0.00	3.85		44.44	58.97		55.56	37.18
Grade 5		3.09	4.84		50.52	40.32		46.39	54.84
All Grades		4.00	5.11		46.40	49.36		49.60	45.53

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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	7.37		75.31	62.11		17.28	30.53
Grade 4		5.56	8.97		76.39	69.23		18.06	21.79
Grade 5		8.25	6.45		74.23	64.52		17.53	29.03
All Grades		7.20	7.66		75.20	65.11		17.60	27.23

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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	13.68		64.20	51.58		25.93	34.74
Grade 4		0.00	14.10		63.89	67.95		36.11	17.95
Grade 5		9.28	6.45		57.73	43.55		32.99	50.00
All Grades		6.80	11.91		61.60	54.89		31.60	33.19

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Conclusions based on this data:

We compared several years of data with last year's CAASPP data. We have identified specific areas of strength/weakness per grade level. Based on our Preliminary CAASPP Data, the percentage of students scoring at "Overall At/Above" standard on the CAASPP maintained in 3rd Grade and our 4th Grade classes are showing a decrease. In comparison, our 5th grade classes show an increase in the percentage of students scoring "Overall At/ Above" on the ELA CAASPP as compared to the previous year. Based on Preliminary CAASPP Data ,our current 3rd grade has maintained the percentage of students scoring at Met or Exceeded at 30%. Our 4th grade students have decreased scoring at Met or Exceeded from 35% (2022- 23) to 28%. Our current 5th grade has increased the percentage of students scoring at Met or Exceeded from 12% (2022-23) to 26%.

The domain of Writing has been identified as an area of focus across all grade levels. 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-Level data meeting time (with district TOSAs) to discuss best instructional practices, primarily in Writing, Language Arts, and assessments Grade-level teams will dedicate up to two additional hours a month to review student progress and daily instruction. Teachers and TOSAs will plan 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		81	96		81	95		81	95		100.0	99.0
Grade 4		72	79		72	77		72	77		100.0	97.5
Grade 5		99	62		97	61		97	61		98.0	98.4
All Grades		252	237		250	233		250	233		99.2	98.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2379.		11.11	10.53		13.58	11.58		27.16	27.37		48.15	50.53
Grade 4		2386.	2442.		1.39	9.09		2.78	19.48		33.33	36.36		62.50	35.06
Grade 5		2419.	2410.		1.03	1.64		7.22	6.56		27.84	16.39		63.92	75.41
All Grades	N/A	N/A	N/A		4.40	7.73		8.00	12.88		29.20	27.47		58.40	51.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.74		44.44	42.11		40.74	43.16
Grade 4		4.17	12.99		33.33	53.25		62.50	33.77
Grade 5		1.03	3.28		41.24	26.23		57.73	70.49
All Grades		6.40	11.16		40.00	41.63		53.60	47.21

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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	12.63		48.15	40.00		41.98	47.37
Grade 4		0.00	9.09		34.72	48.05		65.28	42.86
Grade 5		3.09	1.64		37.11	36.07		59.79	62.30
All Grades		4.40	8.58		40.00	41.63		55.60	49.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.58		49.38	53.68		34.57	34.74
Grade 4		2.78	11.69		38.89	51.95		58.33	36.36
Grade 5		0.00	0.00		48.45	52.46		51.55	47.54
All Grades		6.00	8.58		46.00	52.79		48.00	38.63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on our Preliminary CAASPP Math Data, the percentage of students scoring at "Overall At/Above" standard on the CAASPP increased in all grade levels. Our 3rd grade has increased the percentage of students scoring at Met or Exceeded from 23% (2022-23) to 38% (2023-2024). Our 4th grade has increased the percentage of students scoring at Met or Exceeded from 27% (2022- 23) to 29%. Our current 5th grade has increased the percentage of students scoring at Met or Exceeded from 9% (2022-23) to 19%.

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, such as 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 Building Thinking Classrooms to discuss best instructional practices in Math. Growth mindset concepts will be implemented into the daily routine. The teachers who 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		1378.3	1407.4		1390.9	1344.6		1348.9	53	0	70
1	1425.9	1412.3	1427.0	1441.9	1429.9	1441.2	1409.5	1394.1	1412.3	32	16	46
2	1468.3	1464.2	1447.0	1473.6	1477.4	1451.8	1462.7	1450.7	1441.8	43	45	34
3	1477.2	1494.0	1476.3	1479.9	1495.7	1477.4	1474.0	1491.8	1474.7	57	44	45
4	1497.5	1518.3	1516.4	1496.9	1520.9	1518.4	1497.5	1515.3	1513.9	47	42	36
5	1498.2	1536.2	1543.1	1488.4	1534.5	1548.6	1507.5	1537.4	1537.3	29	39	23
All Grades										261	186	254

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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		5.71	26.42		14.29	39.62		45.71	33.96		34.29	53		70
1	3.13	6.25	2.17	31.25	25.00	23.91	28.13	18.75	47.83	37.50	50.00	26.09	32	16	46
2	6.98	4.65	2.94	41.86	41.86	41.18	39.53	37.21	26.47	11.63	16.28	29.41	43	43	34
3	3.51	13.64	8.89	36.84	40.91	24.44	33.33	34.09	42.22	26.32	11.36	24.44	57	44	45
4	10.64	21.43	27.78	34.04	45.24	36.11	44.68	28.57	27.78	10.64	4.76	8.33	47	42	36
5	3.45	25.64	30.43	41.38	48.72	43.48	31.03	17.95	21.74	24.14	7.69	4.35	29	39	23
All Grades	4.60	15.22	10.63	34.87	42.39	27.17	36.78	28.80	38.19	23.75	13.59	24.02	261	184	254

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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		8.57	35.85		24.29	28.30		37.14	32.08		30.00	53		70
1	12.50	18.75	13.04	34.38	12.50	30.43	25.00	31.25	34.78	28.13	37.50	21.74	32	16	46
2	23.26	27.91	14.71	39.53	27.91	29.41	27.91	37.21	38.24	9.30	6.98	17.65	43	43	34
3	24.56	38.64	26.67	35.09	29.55	24.44	22.81	20.45	31.11	17.54	11.36	17.78	57	44	45
4	25.53	38.10	50.00	42.55	47.62	38.89	25.53	11.90	8.33	6.38	2.38	2.78	47	42	36
5	20.69	51.28	52.17	51.72	38.46	47.83	6.90	2.56	0.00	20.69	7.69	0.00	29	39	23
All Grades	18.39	36.96	23.23	39.08	33.70	30.31	23.75	19.57	28.35	18.77	9.78	18.11	261	184	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		2.86	9.43		5.71	33.96		41.43	54.72		50.00	53		70
1	3.13	0.00	2.17	25.00	12.50	15.22	18.75	37.50	36.96	53.13	50.00	45.65	32	16	46
2	2.33	0.00	2.94	37.21	27.91	29.41	34.88	41.86	35.29	25.58	30.23	32.35	43	43	34
3	1.75	9.09	0.00	10.53	25.00	20.00	52.63	50.00	42.22	35.09	15.91	37.78	57	44	45
4	2.13	4.76	8.33	19.15	40.48	41.67	46.81	30.95	27.78	31.91	23.81	22.22	47	42	36
5	3.45	12.82	13.04	6.90	25.64	30.43	58.62	48.72	39.13	31.03	12.82	17.39	29	39	23
All Grades	2.30	5.98	3.94	17.62	28.26	20.47	41.38	42.39	37.80	38.70	23.37	37.80	261	184	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		8.57	79.25		58.57	15.09		32.86	53		70
1	12.50	20.00	30.43	75.00	40.00	52.17	12.50	40.00	17.39	32	15	46
2	32.56	20.93	20.59	62.79	76.74	64.71	4.65	2.33	14.71	43	43	34
3	26.32	50.00	24.44	49.12	45.45	53.33	24.56	4.55	22.22	57	44	45
4	23.40	52.38	44.44	61.70	40.48	52.78	14.89	7.14	2.78	47	42	36
5	10.34	17.95	43.48	68.97	76.92	56.52	20.69	5.13	0.00	29	39	23
All Grades	19.16	34.43	25.20	65.13	57.92	56.30	15.71	7.65	18.50	261	183	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		14.29	59.62		48.57	36.54		37.14	52		70
1	12.50	12.50	6.52	53.13	50.00	58.70	34.38	37.50	34.78	32	16	46
2	13.95	32.56	23.53	69.77	55.81	61.76	16.28	11.63	14.71	43	43	34
3	36.84	47.73	28.89	47.37	31.82	48.89	15.79	20.45	22.22	57	44	45
4	36.96	38.10	44.44	56.52	54.76	47.22	6.52	7.14	8.33	46	42	36
5	46.43	68.42	73.91	35.71	23.68	26.09	17.86	7.89	0.00	28	38	23
All Grades	24.42	43.17	26.38	54.65	42.62	50.00	20.93	14.21	23.62	258	183	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		2.86	65.38		60.00	34.62		37.14	52		70
1	9.38	7.14	10.87	34.38	35.71	36.96	56.25	57.14	52.17	32	14	46
2	11.90	4.65	5.88	64.29	69.77	52.94	23.81	25.58	41.18	42	43	34
3	1.75	6.82	2.22	49.12	59.09	48.89	49.12	34.09	48.89	57	44	45
4	6.38	4.76	8.33	57.45	69.05	72.22	36.17	26.19	19.44	47	42	36
5	6.90	23.08	21.74	62.07	61.54	60.87	31.03	15.38	17.39	29	39	23
All Grades	5.41	9.34	7.09	55.98	62.64	54.72	38.61	28.02	38.19	259	182	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		12.86	23.08		32.86	67.31		54.29	52		70
1	0.00	6.25	0.00	50.00	56.25	65.22	50.00	37.50	34.78	32	16	46
2	4.65	2.38	11.76	69.77	71.43	58.82	25.58	26.19	29.41	43	42	34
3	5.26	11.36	8.89	68.42	75.00	62.22	26.32	13.64	28.89	57	44	45
4	2.13	19.05	16.67	76.60	64.29	61.11	21.28	16.67	22.22	47	42	36
5	6.90	15.38	17.39	72.41	69.23	73.91	20.69	15.38	8.70	29	39	23
All Grades	5.00	11.48	10.63	59.23	68.85	55.12	35.77	19.67	34.25	260	183	254

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on ELPAC data from 2023-2024, we have shown growth in the number of students scoring at Overall Levels 3 or 4, in 4 out of 6 grade levels. We also increased the number of students scoring at an Overall Level 2 in 4 out of 6 grade levels. However, in reviewing the 2022-23 data and comparing it with 2023-24 ELPAC Assessment Data, we continue to see that students scoring in the Overall Level 1 have decreased or maintained in 4 out of 6 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
523	**91.6**	**52.8**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	276	52.8
Foster Youth		
Homeless	20	3.8
Socioeconomically Disadvantaged	479	91.6
Students with Disabilities	121	23.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.3
American Indian	1	0.2
Asian	2	0.4
Filipino	8	1.5
Hispanic	481	92
Two or More Races	6	1.1
Pacific Islander	1	0.2
White	17	3.3

Conclusions based on this data:

Sierra Linda's student population is 92% Hispanic, with 52.8% of the Hispanic students being English Learners. We will continue providing designated and integrated ELD to ensure language acquisition and increase ELPAC Assessment results. The majority of our students at Sierra Linda are socioeconomically disadvantaged. Over 91% 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 who qualify for Special Education services due to our four Special Day Classes and our 2.5 Resource Specialist 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, Asian, Filipino, 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Based on Dashboard data results, Sierra Linda's English Learner students showed improved CAASPP Language Arts scores compared to the "All Students" category. In terms of chronic absenteeism, our overall school scored at the orange level. We saw a slight improvement in this area for our "All Students" category, but our Students with Disabilities were in the red. Therefore, improving attendance for this subgroup will be a priority, along with addressing transportation needs in collaboration with our Special Education Department. Our suspension rate also increased compared to the previous year. Through the CHAMPS initiative, we have been able to enhance student

attendance and support their social-emotional needs. We will continue to provide tutoring and social-emotional supports through site funds.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
60.7 points below standard	75 points below standard	1 Student
Increased +6.3 points	Decreased -7.4 points	
228 Students	133 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
9 Students	67.9 points below standard	154.4 points below standard
	Maintained +1.4 points	Decreased Significantly -18.2 points
	208 Students	61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 65.5 points below standard Increased +3.8 points 210 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 9 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.8 points below standard Maintained -1.5 points 97 Students	53.9 points below standard Decreased Significantly -26.7 points 36 Students	42.3 points below standard Increased Significantly +23.5 points 90 Students

Conclusions based on this data:

Based on our 2022-2023 California School Dashboard data, we had some areas that showed some areas of strength and a need for improvement.

In the area of ELA, our All Students subgroup was in yellow. This group did grow 6.3 points with a change level designation of "Increased". Our Socially Disadvantaged subgroup showed an increase of 1.4 points and a change level designation of "maintained". Our goal will be to continue to progress monitor all of these students closely, by establishing formative SMART goals. We will also target these students during our universal access time during tier 1 instruction to meet their academic needs.

In the area of ELA, our Students with Disabilities subgroup was one of our groups in red. This group showed a decline of 18.2 points. Our goal will be to progress monitor all of these students more closely, by establishing formative SMART goals and reviewing their IEP goals to ensure we are meeting their academic needs in ELA. We will also target these students during our universal access time during tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring. We will also have our teachers work with our Program Specialists on instructional strategies to support their needs.

In ELA, our English Learners were also in red with a decline of 1.5 points from the previous year. This subgroup showed a "maintained" change level designation. However, their 2022-23 school year status was a -75 average distance from standard. Our goal for these students will also be to progress monitor all of these students more closely, by establishing

formative SMART goals and reviewing their progress through our MTSS process. We will also target these students during our universal access time during their Designated ELD time and tier 1 instruction to meet their academic needs. We will refer them to before or after-school tutoring.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
66.5 points below standard	78.8 points below standard	1 Student
Increased Significantly +17.9 points	Increased +8.2 points	
226 Students	131 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Red
9 Students	71.3 points below standard	139.4 points below standard
	Increased Significantly +15.7 points	Maintained +1.4 points
	206 Students	60 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 72.1 points below standard Increased Significantly +15.2 points 208 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 9 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.1 points below standard Increased +10.8 points 96 Students	66.9 points below standard Maintained -0.2 points 35 Students	49.7 points below standard Increased Significantly +29.9 points 90 Students

Conclusions based on this data:

Based on our 2022-2023 California School Dashboard data, we had some areas that showed some areas of strength and a need for improvement.

In the area of Math, our All Students subgroup was in yellow. This group did show an increase of 17.9 points with a change level designation of "Increased Significantly". Our Socially Disadvantaged subgroup showed an increase of 15.7 points and a change level designation of "Increased Significantly". Our English Learner subgroup showed an increase of 8.2 points and a change level designation of "Increased". Our goal will be to continue to progress monitor all of these students closely, by establishing formative SMART goals. We will also target these students during our universal access time during tier 1 instruction to meet their academic needs.

In the area of Math, our Students with Disabilities subgroup showed an increase of 1.4 points and a change level designation of "Increased Maintained". Our Students with Disabilities subgroup was the only group in red. Our goal will be to progress monitor all of these students more closely, by establishing formative SMART goals and reviewing their IEP goals to ensure we are meeting their academic needs in Math. We will also target these students during our universal access time during tier 1 instruction to meet their academic needs. We will refer them to our after-school tutoring. We will also have our teachers work with our Program Specialists and Math TOSA's on instructional strategies to support their needs.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
46.3% making progress towards English language proficiency
Number of EL Students: 121 Students
Performance Level: 3

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.

2023 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	50	1	55

Conclusions based on this data:

Based on 2023 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Sierra Linda Elementary has made growth in having 55% of our students progress at least one level towards English Language proficiency. Our classroom teachers will continue to strengthen both integrated and designated English Language Development (ELD) 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 be integrated throughout all core subject areas by classroom teachers 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
33.9% Chronically Absent	28.1% Chronically Absent	3 Students
Declined -2.7	Declined Significantly -3	
549 Students	288 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
47.6% Chronically Absent	Yellow	Orange
Increased 8.5	34.3% Chronically Absent	36.7% Chronically Absent
42 Students	Declined Significantly -4.4	Declined -3.5
	505 Students	139 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 33.6% Chronically Absent Declined Significantly -3.6 503 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	55.6% Chronically Absent Increased 36.5 18 Students

Conclusions based on this data:

In the area of chronic absenteeism, all our sub-groups declined in Chronic Absenteeism. We will continue to improve attendance for all sub-groups with the team of our Outreach Specialist, Counselor, Attendance Tech, and Special Education Department staff. Our tier 1 interventions will include a focus on creating a positive school culture and climate focused on promoting kindness (Kindness Club), attendance raffles, perfect attendance class incentives, individual attendance incentives, and school counselor check-ins. Our tier 2 interventions will include bi-weekly attendance data meetings, collaboration meetings with families (mini-SARB), small group interventions, and short-term counseling. Our tier 3 interventions will be home visits and SARB. These activities have decreased or maintained chronic absenteeism across all subgroups.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.9% suspended at least one day	2.7% suspended at least one day	3 Students
Increased 0.7	Increased 1.4	
573 Students	294 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
2.1% suspended at least one day	Orange	Orange
Increased 2.1	2.1% suspended at least one day	3.4% suspended at least one day
47 Students	Increased 0.8	Increased 3.4
	524 Students	145 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 2.1% suspended at least one day Increased 0.8 526 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 19 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 our school PBIS Plan, 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 continue to 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	2023-2024 Percent Met or Exceeded: 3rd--29% 4th--27% 5th--26%	2024-25 Students will demonstrate growth by moving one or two levels across the different bands and 10% of students will move from Nearly Met to Met or Exceeded.
CAASPP Math Data	2023-2024 Percent Met or Exceeded: 3rd--39% 4th--29% 5th--19%	2024-25 Students will demonstrate growth by moving one or two levels across the different bands and 10% of students will move from Nearly Met to Met or Exceeded.
Star Early Literacy	Spring 2023-2024 Percentage At or Above Benchmark: K--79% 1st-- 49%	2024-25 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.
Star Reading	Spring 2023-2024 Percentage At or Above Benchmark: 2nd--38% 3rd--33% 4th--34% 5th--35%	2024-25 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.

Star Math	Spring 2023-2024 Percentage At or Above Benchmark: 1st--43% 2nd--47% 3rd--40% 4th-- 26% 5th--32%	2024-25 Increase the number of students that score At or Above Benchmark on the Spring assessment by 10% or more.
ELPAC Reclassification Rate (3rd-5th grade)	2023-2024 Percentage of students who scored at a Level 3 or higher: K--32% of 47 Students 1st--64% of 25 Students 2nd--52% of 44 Students 3rd--36% of 34 Students 4th--61% of 26 Students 5th--59% of 22 Students 3rd-5th--36 reclassified in 2023-2024 school year.	2024-25 Increase the number of students that score a Level 3 or higher on the ELPAC Assessment by 10% or more The percent of English Learner students who are reclassified will increase by at least 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers and administrators will support the delivery of best first instructional practices to increase student achievement in all academic areas. Collaboration Time to review, analyze data, plan instruction, and lesson delivery in the following areas: • Literacy, Writing across content areas, and Designated ELD • Math-Building Thinking Classrooms Continue using and implementing online practice SBAC sample questions • use of Canvas courses created by district TOSA's • Teachers will administer online Interim Assessment Blocks (IABs) at least three times a year for third through fifth-grade • additional IAB's will be administered to help guide instruction Teachers will work with district ELA and Math TOSA's with a focus on: • lesson planning • EduProtocols • reviewing Universally Designed Lessons • analyzing formative data	All Students English Learners Socioeconomically Disadvantaged	7500.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes for collaboration 1684.00 Title I 3000-3999: Employee Benefits Certificated benefits 2500.00 LCFF 1000-1999: Certificated Personnel Salaries Substitutes for collaboration 562.00 LCFF 3000-3999: Employee Benefits Certificated benefits
1.2	Implementation of systematic instruction of CCSS in ELA, Math and ELD using district-adopted	All Students	District Funded

	curriculum materials and supplemental supplies that support mastery of standards/skills.		4000-4999: Books And Supplies District Curriculum 2000.00 LCFF 4000-4999: Books And Supplies Materials and supplies
1.3	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 toward 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.	English Learners Socioeconomically Disadvantaged Foster Youth Homeless All Students	1000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 225.00 Title I 3000-3999: Employee Benefits Certicated benefits 2155.00 Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 484.00 Title III 3000-3999: Employee Benefits Certicated benefits 1000.00 LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours-tutoring 225.00 LCFF - Intervention 3000-3999: Employee Benefits Certificated benefits 390.00 LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1.4	Conduct student-monitoring conferences with teachers individually and/or in grade levels to identify students who are struggling to meet grade level standards/skills, address student-learning needs, and identify additional supports to address these needs.	All Students	See Goal 1.1 - subs
1.5	The Star Reading, Star Math, and Star Early Literacy assessments will be administered five times a year. This data will be used to discuss mastery of skills, plan instruction, and create intervention groups.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract
1.6	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries

1.7	Implementation of systematic instruction on the writing process (K-5th grade) based on writing standards. Grade levels will use the Wonders rubrics for writing and ensure students understand the 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.	All Students	See Goal 1.1
1.8	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.	All Students	No additional cost
1.9	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 to accommodate parents' schedules. Copies of IEPs and other notices will be mailed home to parents. Verbal translation will be available for parents to participate in their native language during meetings.	All Students Students with Disabilities	See Goal 1.1 - subs 100.00 Title III 2000-2999: Classified Personnel Salaries Classified extra time-translation 38.00 Title III 3000-3999: Employee Benefits Classified benefits 400.00 LCFF 2000-2999: Classified Personnel Salaries Classified extra time-translation 150.00 LCFF 3000-3999: Employee Benefits Classified benefits
1.10	Teachers will use engagement strategies and Depth of Knowledge (DOK) to enrich daily instruction. The time during grade-level collaboration will be allocated for discussion of engagement and DOK.	All Students	No additional cost See Goal 1 Activity 1.1
1.11	All students will access reading materials at their level through classroom libraries, the school library, Accelerated Reader, and MyOn programs.	All Students	3000.00 LCFF 4000-4999: Books And Supplies Reading books for AR program District Funded

			2000-2999: Classified Personnel Salaries Library Technician District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Accelerated Reader and myON)
1.12	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, toner, supplemental supplies to enhance our curriculum, computer equipment, software and apps, and any dues or memberships).	All Students	26320.00 LCFF 4000-4999: Books And Supplies Materials and Supplies 2169.00 Title I 4000-4999: Books And Supplies Materials and Supplies 4000.00 LCFF 4000-4999: Books And Supplies Computer Supplies and Hardware 4000.00 LCFF 5000-5999: Services And Other Operating Expenditures Online subscriptions, licenses, and apps 2500.00 LCFF 4000-4999: Books And Supplies Non-capitalized equipment 1000.00 LCFF 4000-4999: Books And Supplies Computer equipment
1.13	Staff will have use of the laminator, Duplo copy machines, and Xerox copy machines to support instruction and provide students access to CCSS in all subjects. A service agreement to shred extra copies of student documents will support protecting student privacy.	All Students	 District Funded 5000-5999: Services And Other Operating Expenditures Copiers 2500.00 LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 1000.00 LCFF 5000-5999: Services And Other Operating Expenditures Repairs 750.00 LCFF

			5000-5999: Services And Other Operating Expenditures Rentals, Leases and Repairs
1.14	All teachers will team for designated ELD, using a common schedule, during the day to provide required designated ELD instruction to English Learners grouped at their ELD level. Teachers will implement district-adopted ELD curriculum. Teachers will be receiving training once a year on the 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.	English Learners	No additional cost
1.15	Daily implementation of interventions in ELA, Math, and ELD which is targeted to all student groups to reinforce language arts and math standards-based instruction.	All Students	District Funded 4000-4999: Books And Supplies Curriculum
1.16	Support teacher and student use of the district's Learning Management System, CANVAS.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Canvas subscription
1.17	Provide appropriate operating costs for publications and warehouse charges to support the instructional program (including ELD and strand focus).	All Students	8500.00 LCFF 4000-4999: Books And Supplies Warehouse Charges
1.18	Provide (virtual and in-person) field trips and enrichment opportunities to support language arts, science, social studies, and Strand Focus (Health and Arts).	All Students	4500.00 LCFF 5000-5999: Services And Other Operating Expenditures Admissions 4500.00 LCFF 5700-5799: Transfers Of Direct Costs Transportation ASES 5000-5999: Services And Other Operating Expenditures No additional cost
1.19	Integrate the Wonders adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum and provide opportunities for writing, listening, speaking, and reading within art and health lessons.	All Students	No additional cost
1.20	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	All Students	See Goal 1.1 - subs

	collaboration time and will provide feedback to support instruction.		
1.21	Implement Next Generation Science Standards with support from District Science Instructional Specialist.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist salary District Funded 4000-4999: Books And Supplies Science curriculum
1.22	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.	All Students	5500.00 LCFF 4000-4999: Books And Supplies Materials and Supplies - STEAM Lab and Strand Focus
1.23	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.	All Students	4500.00 LCFF 5000-5999: Services And Other Operating Expenditures Contracts for services
1.26	Lexia/Core5, myOn, and Accelerated Reader will be used on a daily basis to facilitate the acquisition of English Language Arts for all students. The program adjusts skill level based on students' success and need.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for programs
1.27	ST Math will be used on a daily basis for the 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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for programs
1.28	Student incentives for improvement/achievement on the classroom and district ELA, ELD, Math, CAASPP, and ELPAC Summative Assessments. • Incentives for meeting Lexia goal • Incentives for meeting STMath goal • Trimester student incentives for reaching AR goals • Incentives for achieving at/above grade level in ELA and Math. • Incentive for Incentives for students for improving at least one proficiency level in ELPAC • Incentives for REclassification Celebration • Incentives for scoring Met/Exceeded Standard on CAASPP	All Students English Learners Students with Disabilities	5000.00 LCFF 4000-4999: Books And Supplies Incentives for Students
1.29	After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students who participate in ASP. Students are given priority based on sub-	Socioeconomically Disadvantaged English Learners Homeless	ASES

	group status growth on CAASPP and English Learner status. 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. Liaison will monitor student use of Accelerated Reader.	African American All Students	
1.31	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, memberships, etc.).	All Students	3000.00 Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference 4000.00 LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference 500.00 LCFF 5000-5999: Services And Other Operating Expenditures Dues and Memberships 500.00 LCFF 1000-1999: Certificated Personnel Salaries Admin Support/Extra Help 113.00 LCFF 3000-3999: Employee Benefits Certificated Benefits
1.32	Sierra Linda will use our allocated Prop 28 Funds to pay for 1-2 full-time teachers or classified personnel to provide an art and music program on a rotational basis with two other schools. • All classes to visit on a rotational basis	All Students	49500.00 Prop 28 1000-1999: Certificated Personnel Salaries Certificated Salaries 26115 Prop 28 3000-3999: Employee Benefits Certificated Benefits 17544.00 Prop 28 4000-4999: Books And Supplies Materials and Supplies 941.00 Prop 28 5000-5999: Services And Other Operating Expenditures Services and Operating Expenses
1.33	Students will have opportunities to use technology for intervention, enrichment, and access to the core curriculum after-school.	All Students	1500.00 LCFF 4000-4999: Books And Supplies

			STEAM Club materials and supplies
1.34	The Librarian will collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students English Language skills.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified salary-Library/MediaTechnician (LMT)
1.37	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.	Students with Disabilities	No additional cost
1.38	Classroom Teachers, Literacy Intervention Teacher (LIT), and Intervention Support Provider (ISP) will continue implementing the RtI/MTSS model through our progress monitoring meetings and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math.	All Students	26663.00 Title I 1000-1999: Certificated Personnel Salaries Certificated Salary - ISP 5987.00 Title I 3000-3999: Employee Benefits Certificated Benefits - ISP District Funded 1000-1999: Certificated Personnel Salaries District Funded- LIT Teacher

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 Starreports. Preliminary CAASPP data show growth in Math for all grade levels and 2 out of 3 grade levels showed growth in ELA. Most grade levels met their goal and others made progress towards goals in both Star Reading and Math assessments. We targeted Math Instruction during the 2023-2024 school year and noticed a significant increase in student scores based on Star results and preliminary CAASPP data. 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time providing tutoring 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 meeting the expected outcomes. We will continue to focus on targeting small groups in the classroom. This is evidenced by providing a large amount of PLC time and the hiring of an

Intervention Service Provider to help with small group intervention. We are not allocating as much money for after school tutoring since this was not taken advantage of last year. We are only purchasing Star Custom for the grade level that utilized the program to capacity and saw the benefit.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate of 91% (met previous goal).	Maintain a monthly average attendance rate of 94% or higher in each grade level, for an increase of 3% overall.
Suspension/Expulsion Data	>2% of our student population were suspended for the 2023-2024 school year. No students were expelled.	Reduce the suspension rate by 1%. Maintain a 0% expulsion rate.
Panorama Survey	The ratings by SEL topic were: Teacher-Student Relationships- 74% Sense of Belonging- 66% Self-Management and Social Awareness- 66% Growth Mindset- 58% Social Awareness- 66%	Increase the number of students who responded favorably in each area by 10%.

Office Referrals	152 total office referrals- Of the total referrals above, 38 (24%) of those referrals were for physical aggression. Of the total referrals above, 66 (43%) were for defiance.	Reduce the overall number of office referrals by 25 (15%) from the 2023-24 school year. Reduce physical aggression referrals by 25%, from 38 to 28. Reduce defiance referrals by 25%, from 66 to 50.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will be fully trained in PBIS and CHAMPS strategies; and implement the program for Positive Behavior Interventions and Support (PBIS). • PBIS Binder for all staff • CHAMPS posters for classes • CHAMPS Posters for all areas on campus • Character Cards for Students Parents will be invited to attend classes with the Counselor (EO Families) and ORC (EL Families) to provide training on the school-wide PBIS Program. • Review PBIS guidelines with families • Review CHAMPS strategies	All Students Foster Youth Homeless English Learners Socioeconomically Disadvantaged African American	200.00 LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help 45 LCFF 3000-3999: Employee Benefits Counselor Benefits 900.00 Title III 2000-2999: Classified Personnel Salaries Outreach Specialist Extra Hours 292.00 Title III 3000-3999: Employee Benefits Outreach Specialist Benefits
2.2	All staff, specifically teachers, administrators, Outreach Specialist, and school counselor, will hold parent meetings and trainings to address topics such as: • Positive Behavior and Support (PBIS) • Social-Emotional Lessons (SEL) on Canvas to teachers • Counselor push-in lessons to classrooms • Families provided a review of lessons during Coffee with the Outreach Specialist and Counselor • Availability of Resources	All Students Homeless Foster Youth Socioeconomically Disadvantaged	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary District Funded 3000-3999: Employee Benefits Counselor Benefits District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist Salary District Funded 3000-3999: Employee Benefits Outreach Specialist Benefits 1400.00 LCFF

			2000-2999: Classified Personnel Salaries Outreach Specialist - Overtime Salary 523.00 LCFF 3000-3999: Employee Benefits Outreach Specialist - Overtime Benefits
2.3	PBIS teams will conduct professional development for all staff on MTSS model to improve school safety during staff meetings, site professional development days, and Campus Assistant meetings.	All Students	No additional cost
2.4	Students will earn incentives for perfect and improved attendance.	All Students English Learners Homeless Socioeconomically Disadvantaged Foster Youth Students with Disabilities	1000.00 LCFF 4000-4999: Books And Supplies Attendance Incentives
2.5	Students will earn character cards focused on PBIS 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. All staff will be able to give character cards to students for incentives, thus increasing student connectedness, improving positive behavior, and reducing suspensions.	All Students	1000.00 LCFF 4000-4999: Books And Supplies Incentives for EAGLE store
2.6	Increase work hours for Campus Supervisors to maintain campus safety. Bi-Monthly Professional Development for Campus Supervisors on PBIS, CHAMPS Guidelines, and positive behavior supports.	All Students	District Funded 2000-2999: Classified Personnel Salaries Classified Salary District Funded 3000-3999: Employee Benefits Classified Benefits
2.7	Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	All Students	1000.00 LCFF 4000-4999: Books And Supplies Materials and supplies
2.8	Safety Team will revise and fully implement the 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	All Students	No additional cost

2.9	Provide on-site counseling and support services for students through school counselor and/or outside agencies.	All Students Foster Youth Homeless	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
2.10	Provide structured activities and board games during recess to support students in making positive and healthy choices.	All Students	PTA/PTO 4000-4999: Books And Supplies Materials and Supplies
2.11	Staff will use procedures and protocols for MTSS and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement PBIS procedures and protocols.	All Students	500.00 LCFF 4000-4999: Books And Supplies Socio-Emotional Support materials and supplies
2.12	The PBIS team will collaborate to address school culture and climate needs, create a service plan and steps for improvement. The CHAMPS team will monitor student discipline data throughout the year. Frequent referrals for specific students may warrant counselor/teacher intervention and/support for families.	All Students	No additional cost
2.13	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.	Socioeconomically Disadvantaged Homeless Foster Youth All Students	ASES No additional cost
2.14	Counselor and ORC will organize and lead a Student Leadership Team and Kindness Club to ensure student participation in building a positive school culture and community.	All Students	500.00 LCFF 4000-4999: Books And Supplies Material and supplies PTA/PTO 4000-4999: Books And Supplies Materials and Supplies (t-shirts)
2.15	All students will complete the Panorama Survey. This data is used by the PBIS team to create supportive procedures and protocols for a safe school environment for all.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract for services
2.16	Provide babysitting for all families to attend evening meetings and training in their primary language.	All Students	200.00 Title III 2000-2999: Classified Personnel Salaries Classified salaries-babysitting 75.00 Title III 3000-3999: Employee Benefits Classified Benefits-babysitting 200.00 LCFF

			2000-2999: Classified Personnel Salaries Classified salaries-babysitting 75.00 LCFF 3000-3999: Employee Benefits Classified Benefits-babysitting
2.17	Clerical Extra Hours and Overtime to support non-English speaking families families with interpretation and translation in navigating school system and communicating between parents and staff.	English Learners Socioeconomically Disadvantaged Foster Youth Hispanic Homeless	500.00 Title III 2000-2999: Classified Personnel Salaries Clerical extra help 187.00 Title III 3000-3999: Employee Benefits Clerical extra help benefits 2500.00 Title III 2000-2999: Classified Personnel Salaries Clerical Overtime 934.00 Title III 3000-3999: Employee Benefits Clerical Benefits
2.18	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 families.	All Students	1500.00 LCFF 5000-5999: Services And Other Operating Expenditures Graphics- Printing of posters and signs

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Linda School received the Bronze level recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities was successful in creating a School Plan. Sierra Linda students in 3rd-5th grade took the Panorama survey twice in the 2023-24 school year. This provided data for students' social emotional learning (SEL) competencies and learning supports/environment. Our overall rating was 74% favorable, which is in the good range. This indicates the implementation of activities focused on connecting students to school and building SEL skills had a positive impact on our students. We did see a slight decline in our Panorama scores from fall to spring which indicates we need to continue to provide and model strategies for positive Social Emotional Learning throughout the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds set aside for the Parent Professional Development were not fully utilized so we switched to target growth mindset.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will provide Growth Mindset lessons to help build a positive growth mind set and increase student collaboration and communication skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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	57 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	91% of parents attended parent teacher conferences.	Increase attendance to over 95%.
Back to School Night attenance. Open House attendance.	83% (394 families) of parent(s) attended Back to School Night. 76% (361 families) of parents attended Open House	Increase attendance at Back to School Night by 10%. Increase attendance at Open House by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Student data will be monitored through conferences and data chats between teachers, parents, students, and administrators. Goals will be set to support students' social-emotional needs. • Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.	All Students	500.00 Title III 2000-2999: Classified Personnel Salaries Para Interpreters-Extra Hours 187.00 Title III 3000-3999: Employee Benefits Para Interpreters-Extra Hours Benefits
3.3	Family and Community Outreach for Student Success Create engagement opportunities, parent training, and provide resources to families to build strong working relationships with the school to improve student achievement and family connectedness to Sierra Linda • School Site Council • English Learner Advisor Committee (ELAC) • PTA Meetings and Events (Skating Plus, STEAM Night, Art Night, Movie Nights, etc.) • Coffee with the Principal • Coffee with the Counselor • Coffee with the Outreach Specialist • Back to School Night • Open House • OSD Creates • TK/K Orientations • Title I Meetings • Awards Assemblies • Mini-SARB Meetings • Pastries with Parents • Monthly Parent Profesional Development (Literacy Nights, AR Nights, Math Nights, CAASPP, Report Cards, etc.) • Transition to Middle School Meetings • After-School Program • Reclassification Criteria	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged African American	800.00 LCFF 2000-2999: Classified Personnel Salaries Extra Help Hours-ORC 300.00 LCFF 3000-3999: Employee Benefits Extra help benefits-ORC 1363.00 Title III 4000-4999: Books And Supplies Materials and Supplies for Meetings 400.00 LCFF 2000-2999: Classified Personnel Salaries Classified Salaries for translation 150.00 LCFF 3000-3999: Employee Benefits Classified Benefits Babysitting-see Goal 2.16 2000.00 LCFF 4000-4999: Books And Supplies Refreshments, materials and supplies
3.5	Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Parent Square in Spanish and English, consistent usage of PeachJar app, updating of the school website, and making phone calls after normal office hours. Ensure effective communication between school staff and parents via Parent Square, Canvas, email, home visits, or telephone.	All Students English Learners	District Funded 5800: Professional/Consulting Services And Operating Expenditures Parent Square, Peachjar, website 1500.00 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime 561.00

			LCFF 3000-3999: Employee Benefits Overtime Benefits
3.6	Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.	All Students	No additional cost
3.13	Monthly ELAC meetings will be held. Provide access to CABE for \parents and staff.	English Learners	5035.00 Title III 5000-5999: Services And Other Operating Expenditures CABE Conference

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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 School Site Council, ELAC, PTA, and some parent educational topics. However, parent attendance at our Family Events 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.

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 is to send out a parent survey asking what topics are most engaging. The survey was created but not sent 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.

Sierra Linda will continue to use ParentSquare this year to communicate in a more timely and consistent manner informing our parents regarding upcoming events.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$63,678.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$262,842.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$45,228.00
Title III	$18,450.00

Subtotal of additional federal funds included for this school: $63,678.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$103,449.00
LCFF - Intervention	$1,615.00
Prop 28	$94,100.00

Subtotal of state or local funds included for this school: $199,164.00

Total of federal, state, and/or local funds for this school: $262,842.00

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	45,228.00	0.00
Title III	18,450.00	0.00
LCFF	103,449.00	0.00
LCFF - Intervention	1,615.00	0.00
Prop 28	94,100.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	103,449.00
LCFF - Intervention	1,615.00
Prop 28	94,100.00
Title I	45,228.00
Title III	18,450.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	91,018.00
2000-2999: Classified Personnel Salaries	9,400.00
3000-3999: Employee Benefits	38,912.00
4000-4999: Books And Supplies	86,786.00
5000-5999: Services And Other Operating Expenditures	32,226.00
5700-5799: Transfers Of Direct Costs	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,200.00
2000-2999: Classified Personnel Salaries	LCFF	4,700.00
3000-3999: Employee Benefits	LCFF	2,479.00
4000-4999: Books And Supplies	LCFF	65,320.00
5000-5999: Services And Other Operating Expenditures	LCFF	23,250.00
5700-5799: Transfers Of Direct Costs	LCFF	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,000.00
3000-3999: Employee Benefits	LCFF - Intervention	225.00
4000-4999: Books And Supplies	LCFF - Intervention	390.00
1000-1999: Certificated Personnel Salaries	Prop 28	49,500.00
3000-3999: Employee Benefits	Prop 28	26,115.00
4000-4999: Books And Supplies	Prop 28	17,544.00
5000-5999: Services And Other Operating Expenditures	Prop 28	941.00
1000-1999: Certificated Personnel Salaries	Title I	35,163.00
3000-3999: Employee Benefits	Title I	7,896.00
4000-4999: Books And Supplies	Title I	2,169.00
1000-1999: Certificated Personnel Salaries	Title III	2,155.00
2000-2999: Classified Personnel Salaries	Title III	4,700.00
3000-3999: Employee Benefits	Title III	2,197.00
4000-4999: Books And Supplies	Title III	1,363.00
5000-5999: Services And Other Operating Expenditures	Title III	8,035.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,515.00
Goal 2	13,531.00

Goal 3	12,796.00

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
Joy Hammel	Classroom Teacher
Diane Laubacher	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
Lisa Varela	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
	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 05/29/2024.

Attested:

Principal, Jorge Mares on 05/29/2024

SSC Chairperson, Armondo Arreguin on 05/29/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 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:

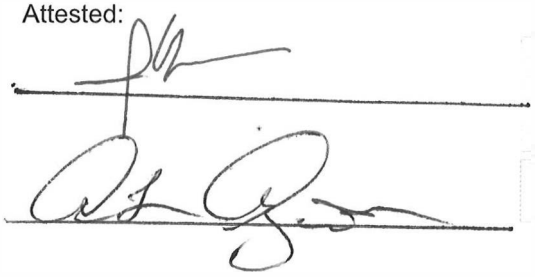
Signature	Committee or Advisory Group Name
Leticia Solano	English Learner Advisory Committee

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 05/29/2024.

Attested:



Principal, Jorge Mares on 05/29/2024

SSC Chairperson, Armondo Arreguin on 05/29/2024

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Lagunas Soria School	56725380119412	May 28, 2024	August 21, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Juan Lagunas Soria School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Juan Lagunas Soria has been identified for Additional Targeted Support and Improvement (ATSI). The state of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Juan Lagunas Soria School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Juan Lagunas Soria has been identified for Additional Targeted Support and Improvement (ATSI). The state of

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 2024-25 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 (LIT). Tier II to Tier III-Level Intervention services are typically provided in small group contexts and focus on students' needs in the areas of literacy, English Language Development (ELD), and/or mathematics. In order to address our students' social, emotional, and behavioral needs, the MTSS/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, Open House, 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.

Educational Partner Involvement

How, when, and with whom did Juan Lagunas Soria 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 educational partner groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met regularly throughout the 2023-24 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. Additionally, the staff was surveyed to gather input on priorities of the school plan. Throughout the year, the educational partner teams input provided helped shape the adjustments we chose to make for the 23-24 school year and the focus we have for the 24-25 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The 24-25 school budget is similar to that of 23-24 school year. We are also adding the funding from Proposition 28 to add funds for music for all students at our site. 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

At Soria, it is essential to identify the root causes of the decline in English Language Arts (ELA) and the stagnation in mathematics performance, and to develop a strategic plan to move the school’s performance from the "Orange" category to "Yellow," "Green," or "Blue." We additionally need to address chronic absenteeism and reconsider our suspension policies.

We will do this through data collection and analysis that will include the following:

Student Performance Data:
We will take our student data and analyze recent trends in ELA and mathematics scores for all grade levels. This will include disaggregating data by student demographics (e.g., gender, socioeconomic status, English language learners, students with disabilities). We will also identify specific areas in the curriculum where students are underperforming to add intentional Tier 1 instructional adjustments and Tier 2 interventions.

Teacher Performance Data:
We will review teacher qualifications, certifications, and professional development history. Additionally, we will bring teacher voice in through a survey to gather insights on curriculum challenges, resource needs, and professional development interests. It is also important to analyze teacher evaluation results and identify areas of strengths and weaknesses to provide more effective feedback.

Curriculum and Instruction:
We must evaluate the alignment of the current curriculum with state standards during collaboration time. As well as assess the effectiveness of instructional strategies and materials. Through release time with the principal and select teachers on special assignment, we will review pacing guides and instructional time allocation for ELA and mathematics.

School Environment:

We will conduct surveys through Panorama to assess student engagement, motivation, and perceptions of school climate. Our absentee rate continues to remain high for all students with 23.1% of our population chronically absent. We will review attendance records and identify patterns of absenteeism or tardiness. Additionally, we will evaluate the availability and effectiveness of support services (e.g., counseling, tutoring) and consider developing a Saturday opportunity to make up for missed attendance.

Educational Partner Involvement:
We will continue to meet with educational partners (staff, parents, students, and community members) to seek a diverse perspective regarding attendance, school climate and academics. We will also ensure diverse perspectives are represented to gain a comprehensive understanding of the issues. Through this data and feedback, we can identify potential causes and address the underlying issues through outreach and reflection. We will then prioritize our needs and collectively prioritize next steps for student success.

Strategic Planning
Working with our teams we will develop and improvement plan, set SMART(Specific, Measurable, Achievable, Relevant, Time-bound) goals for ELA and mathematics performance, and identify evidence-based strategies and interventions to address the root causes.
We will focus our professional development sessions and planning time to enhance teachers' instructional skills in ELA and mathematics and foster collaboration and sharing of best practices among teachers. We will integrate differentiated instruction and formative assessments to meet diverse student needs.

Student Support Systems
In order to engage our students in learning and encourage a sense of belonging on campus we must enlist student voice through our Panorama surveys and strengthen support services such as tutoring, mentoring, and counseling. Staying data focused, we will implement programs to improve student engagement and attendance. We will also provide additional resources for English language learners and students with disabilities.

Monitoring and Evaluation
This year we will establish a system for ongoing data collection and analysis to monitor progress that includes regular check-ins with teachers and students to assess the effectiveness of interventions. Our data will help us evaluate the impact of the implemented strategies at the end of each term. We will then adjust the improvement plan based on the evaluation results and feedback.

By systematically addressing the identified issues through a comprehensive needs assessment and strategic planning process, the school can improve its performance in ELA and mathematics, ultimately moving from the "Orange" category to "Yellow," "Green," or "Blue."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

We do not have any groups of students who are two or more performance levels below all students however, we must continue to specifically monitor the work we do with students with disabilities because they score one level below "all students" in English Language Arts and Mathematics, as well as monitoring English Learners as they score one level below all students in mathematics. We must ensure that we have common practices in place so that all students can access the standards at a level that will bring up all scores.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We must also increase our Sense of Belonging on campus as measured by the Panorama survey. 64% of our third through 5th grade students report that they feel that they are valued members of the school community. That number decreases to 45% in our 6th through 8th grade students. A sense of belonging will directly impact a student's desire to learn and come to school. We need to adjust the way we involve our students and provide courses to ensure that they are engaged and see themselves in the curriculum and feel as if their voice matters.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Juan Lagunas Soria School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.86%	0.65%	0.68%	8	6	6
Asian	1.18%	1.3%	0.68%	11	12	6
Filipino	1.51%	1.3%	1.36%	14	12	12
Hispanic/Latino	91.28%	91.52%	91.98%	848	842	814
Pacific Islander	0.11%	0.11%	0.11%	1	1	1
White	3.44%	3.59%	3.39%	32	33	30
Multiple/No Response	1.61%	1.52%	1.81%	15	14	16
			Total Enrollment	929	920	885

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	92	68
Grade 1	92	94	95
Grade 2	94	94	94
Grade3	90	94	94
Grade 4	104	97	97
Grade 5	109	101	104
Grade 6	129	113	104
Grade 7	110	129	107
Grade 8	108	106	122
Total Enrollment	929	920	885

Conclusions based on this data:

For the past three years, 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, 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	283	306	269	27.30%	30.5%	30.4%
Fluent English Proficient (FEP)	163	146	163	22.00%	17.5%	18.4%
Reclassified Fluent English Proficient (RFEP)		59		11.9%		

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 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. Language development will be a focus through scheduling expectations and data analysis.

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	-	-	-	-	-	-	-	-	-	-	-
Grade 1	50	22	44%	8	16%	13	26%	7	14%	Level 2	816
Grade 2	5	5	100%	0	0%	0	0%	0	0%	Level 1	746

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 available data is limited 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	27	29%	22	24%	21	23%	22	24%	Level 1	932
Grade 3	23	6	26%	9	39%	6	26%	2	9%	Level 2	969
Grade 4	1	0	0%	0	0%	1	100%	0	0%	Level 3	1029
Grade 5	38	18	47%	5	13%	9	24%	6	16%	Level 1	987
Grade 6	40	15	38%	14	35%	9	23%	2	5%	Level 2	1034
Grade 7	95	27	28%	21	22%	37	39%	10	11%	Level 2	1070
Grade 8	105	25	24%	35	33%	29	28%	16	15%	Level 2	1086

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	93	17	18%	41	44%	29	31%	6	6%	Level 2	852
Grade 2	91	26	29%	26	29%	25	27%	14	15%	Level 2	917
Grade 3	24	7	29%	10	42%	5	21%	2	8%	Level 2	958
Grade 4	1	0	0%	0	0%	1	100%	0	0%	Level 3	1040
Grade 5	36	19	53%	9	25%	5	14%	3	8%	Level 1	1001
Grade 6	91	45	49%	29	32%	10	11%	7	8%	Level 2	1048
Grade 7	96	56	58%	21	22%	13	14%	6	6%	Level 1	1054
Grade 8	115	61	53%	21	18%	18	16%	15	13%	Level 1	1088

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 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		91	92		88	89		88	89		96.7	96.7
Grade 4		104	100		102	94		102	94		98.1	94.0
Grade 5		110	102		108	100		108	100		98.2	98.0
Grade 6		130	112		129	107		129	107		99.2	95.5
Grade 7		108	127		105	119		105	119		97.2	93.7
Grade 8		109	106		93	95		93	95		85.3	89.6
All Grades		652	639		625	604		625	604		95.9	94.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2407.		22.73	20.22		27.27	21.35		21.59	24.72		28.41	33.71
Grade 4		2453.	2447.		15.69	18.09		22.55	26.60		32.35	17.02		29.41	38.30
Grade 5		2494.	2465.		15.74	8.00		35.19	29.00		19.44	26.00		29.63	37.00
Grade 6		2536.	2521.		22.48	19.63		31.78	31.78		24.81	21.50		20.93	27.10
Grade 7		2554.	2553.		16.19	15.97		40.00	42.02		20.00	18.49		23.81	23.53
Grade 8		2523.	2536.		8.60	10.53		25.81	34.74		29.03	22.11		36.56	32.63
All Grades	N/A	N/A	N/A		17.12	15.40		30.72	31.46		24.48	21.52		27.68	31.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.11		59.09	58.43		21.59	31.46
Grade 4		8.82	21.28		70.59	53.19		20.59	25.53
Grade 5		12.96	13.00		72.22	61.00		14.81	26.00
Grade 6		20.16	13.08		55.81	60.75		24.03	26.17
Grade 7		13.33	15.97		63.81	57.98		22.86	26.05
Grade 8		11.83	15.79		50.54	52.63		37.63	31.58
All Grades		14.56	14.90		62.08	57.45		23.36	27.65

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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	15.73		50.00	56.18		25.00	28.09
Grade 4		13.73	13.98		66.67	55.91		19.61	30.11
Grade 5		12.96	6.00		61.11	68.00		25.93	26.00
Grade 6		24.81	17.76		55.04	54.21		20.16	28.04
Grade 7		26.67	31.09		60.95	52.94		12.38	15.97
Grade 8		9.68	15.79		52.69	49.47		37.63	34.74
All Grades		19.04	17.25		57.92	56.05		23.04	26.70

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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	11.24		79.55	70.79		12.50	17.98
Grade 4		9.80	13.98		77.45	73.12		12.75	12.90
Grade 5		12.04	6.00		73.15	76.00		14.81	18.00
Grade 6		13.18	11.21		69.77	71.96		17.05	16.82
Grade 7		12.38	21.85		71.43	66.39		16.19	11.76
Grade 8		8.60	11.58		77.42	71.58		13.98	16.84
All Grades		10.88	12.94		74.40	71.48		14.72	15.59

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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	12.36		65.91	64.04		18.18	23.60
Grade 4		4.90	8.60		80.39	73.12		14.71	18.28
Grade 5		17.59	8.00		62.96	62.00		19.44	30.00
Grade 6		20.16	21.50		62.79	57.94		17.05	20.56
Grade 7		20.00	16.81		56.19	67.23		23.81	15.97
Grade 8		11.83	11.58		66.67	65.26		21.51	23.16
All Grades		15.36	13.43		65.60	64.84		19.04	21.72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, grades 3-8 at Juan Lagunas Soria School have declined overall with who have met or exceeded standards. Although 5th and 8th grade increased their percentages by 2% and 9% we had significant losses in 3rd and 7th grades with 11% and 20% decreases. This is an indicator that a greater focus on first instruction, scaffolds, and interventions are needed to ensure greater student achievement. We also need to consider we are out of alignment between grading and the performance on testing. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		91	92		86	88		86	88		94.5	95.7
Grade 4		104	100		102	93		102	93		98.1	93.0
Grade 5		110	102		109	99		109	99		99.1	97.1
Grade 6		130	112		128	107		128	107		98.5	95.5
Grade 7		108	127		105	120		105	120		97.2	94.5
Grade 8		109	106		101	95		101	95		92.7	89.6
All Grades		652	639		631	602		631	602		96.8	94.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2409.		13.95	10.23		26.74	29.55		20.93	25.00		38.37	35.23
Grade 4		2427.	2429.		3.92	8.60		15.69	21.51		44.12	27.96		36.27	41.94
Grade 5		2456.	2446.		4.59	6.06		10.09	8.08		34.86	26.26		50.46	59.60
Grade 6		2502.	2483.		12.50	5.61		18.75	21.50		32.03	32.71		36.72	40.19
Grade 7		2481.	2492.		10.48	10.83		7.62	15.00		30.48	28.33		51.43	45.83
Grade 8		2461.	2496.		3.96	10.53		7.92	13.68		23.76	15.79		64.36	60.00
All Grades	N/A	N/A	N/A		8.24	8.64		14.26	17.94		31.38	26.25		46.12	47.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	12.50		45.35	51.14		33.72	36.36
Grade 4		5.88	9.68		46.08	40.86		48.04	49.46
Grade 5		5.50	3.03		50.46	42.42		44.04	54.55
Grade 6		11.72	8.41		44.53	46.73		43.75	44.86
Grade 7		10.48	7.50		39.05	43.33		50.48	49.17
Grade 8		4.95	8.42		32.67	40.00		62.38	51.58
All Grades		9.67	8.14		43.11	44.02		47.23	47.84

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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	19.32		41.86	46.59		39.53	34.09
Grade 4		3.92	11.83		54.90	51.61		41.18	36.56
Grade 5		5.50	7.07		51.38	45.45		43.12	47.47
Grade 6		11.72	7.48		52.34	54.21		35.94	38.32
Grade 7		10.48	14.17		50.48	53.33		39.05	32.50
Grade 8		5.94	11.58		46.53	43.16		47.52	45.26
All Grades		9.19	11.79		49.92	49.34		40.89	38.87

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.77		55.81	62.50		23.26	22.73
Grade 4		5.88	12.90		59.80	47.31		34.31	39.78
Grade 5		3.67	4.04		63.30	60.61		33.03	35.35
Grade 6		14.06	9.35		62.50	57.01		23.44	33.64
Grade 7		9.52	14.17		65.71	54.17		24.76	31.67
Grade 8		0.00	9.47		59.41	60.00		40.59	30.53
All Grades		8.87	10.80		61.33	56.81		29.79	32.39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 2022 and 2024.Three grade levels increased with the highest increase in the 8th grade by 9% met/exceeded. The fourth grade increased the number of students who exceeded standard but decreased by the same 3% of students who met standard. Third and seventh grades decreased by 14% and 7% respectively. The school will focus on understanding why certain grade levels are more successful and implement the research-based strategies that have helped those grade levels, across the entire school.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	*		1450.5	*		1457.8	*		1433.4	*	0	42
1	*		1475.5	*		1484.0	*		1466.5	8	0	42
2	1487.9	1488.2	1483.3	1486.0	1497.9	1486.6	1489.5	1478.0	1479.4	29	33	36
3	1503.7	1499.5	1503.9	1515.0	1501.6	1512.4	1491.9	1496.9	1494.8	45	28	29
4	1514.1	1538.5	1517.0	1511.9	1546.3	1526.4	1516.0	1530.2	1506.9	46	41	27
5	1519.6	1549.4	1535.6	1522.6	1550.5	1542.7	1516.1	1547.8	1528.0	24	41	30
6	1502.1	1544.5	1534.8	1490.6	1540.1	1521.5	1513.0	1548.4	1547.6	16	23	15
7	*	1543.5	1551.3	*	1526.3	1550.0	*	1560.1	1552.3	8	17	13
8	*	*	1586.2	*	*	1583.2	*	*	1588.7	7	8	15
All Grades										186	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		21.43	*		47.62	*		28.57	*		2.38	*		42
1	*		19.05	*		45.24	*		30.95	*		4.76	*		42
2	13.79	18.18	5.56	48.28	39.39	55.56	31.03	30.30	36.11	6.90	12.12	2.78	29	33	36
3	13.33	14.29	24.14	46.67	53.57	27.59	37.78	17.86	37.93	2.22	14.29	10.34	45	28	29
4	13.95	34.15	22.22	58.14	51.22	44.44	25.58	14.63	29.63	2.33	0.00	3.70	43	41	27
5	13.04	46.34	36.67	52.17	24.39	33.33	26.09	26.83	23.33	8.70	2.44	6.67	23	41	30
6	0.00	26.09	20.00	37.50	47.83	53.33	50.00	26.09	26.67	12.50	0.00	0.00	16	23	15
7	*	11.76	23.08	*	58.82	46.15	*	23.53	30.77	*	5.88	0.00	*	17	13
8	*	*	40.00	*	*	60.00	*	*	0.00	*	*	0.00	*	*	15
All Grades	13.19	27.75	22.09	47.25	43.98	44.98	34.62	23.04	28.92	4.95	5.24	4.02	182	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		23.81	*		45.24	*		26.19	*		4.76	*		42
1	*		33.33	*		57.14	*		9.52	*		0.00	*		42
2	31.03	36.36	16.67	37.93	30.30	66.67	20.69	30.30	13.89	10.34	3.03	2.78	29	33	36
3	42.22	35.71	37.93	42.22	32.14	37.93	13.33	14.29	17.24	2.22	17.86	6.90	45	28	29
4	41.86	63.41	59.26	41.86	34.15	33.33	16.28	2.44	7.41	0.00	0.00	0.00	43	41	27
5	43.48	60.98	53.33	43.48	34.15	36.67	4.35	2.44	3.33	8.70	2.44	6.67	23	41	30
6	0.00	56.52	26.67	56.25	30.43	60.00	18.75	13.04	6.67	25.00	0.00	6.67	16	23	15
7	*	17.65	38.46	*	64.71	53.85	*	11.76	7.69	*	5.88	0.00	*	17	13
8	*	*	53.33	*	*	40.00	*	*	6.67	*	*	0.00	*	*	15
All Grades	34.62	47.64	36.14	43.41	37.17	48.19	15.93	10.99	12.45	6.04	4.19	3.21	182	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		11.90	*		35.71	*		47.62	*		4.76	*		42
1	*		11.90	*		35.71	*		28.57	*		23.81	*		42
2	13.79	9.09	0.00	41.38	42.42	50.00	31.03	18.18	36.11	13.79	30.30	13.89	29	33	36
3	2.22	7.14	17.24	24.44	21.43	24.14	62.22	50.00	27.59	11.11	21.43	31.03	45	28	29
4	6.98	9.76	7.41	34.88	41.46	22.22	37.21	41.46	44.44	20.93	7.32	25.93	43	41	27
5	0.00	17.07	3.33	13.04	39.02	30.00	69.57	39.02	46.67	17.39	4.88	20.00	23	41	30
6	0.00	17.39	13.33	6.25	21.74	20.00	68.75	56.52	60.00	25.00	4.35	6.67	16	23	15
7	*	23.53	15.38	*	41.18	30.77	*	23.53	53.85	*	11.76	0.00	*	17	13
8	*	*	26.67	*	*	60.00	*	*	6.67	*	*	6.67	*	*	15
All Grades	5.49	13.09	10.44	26.37	35.08	34.54	51.65	37.70	38.55	16.48	14.14	16.47	182	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		28.57	*		69.05	*		2.38	*		42
1	*		52.38	*		47.62	*		0.00	*		42
2	20.69	33.33	13.89	75.86	54.55	83.33	3.45	12.12	2.78	29	33	36
3	33.33	42.86	27.59	60.00	35.71	51.72	6.67	21.43	20.69	45	28	29
4	41.86	65.85	40.74	51.16	34.15	55.56	6.98	0.00	3.70	43	41	27
5	21.74	19.51	36.67	65.22	73.17	53.33	13.04	7.32	10.00	23	41	30
6	6.25	8.70	6.67	62.50	86.96	86.67	31.25	4.35	6.67	16	23	15
7	*	0.00	7.69	*	76.47	84.62	*	23.53	7.69	*	17	13
8	*	*	20.00	*	*	80.00	*	*	0.00	*	*	15
All Grades	28.57	31.94	29.72	61.54	58.64	64.66	9.89	9.42	5.62	182	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		64.29	*		11.90	*		42
1	*		26.19	*		71.43	*		2.38	*		42
2	34.48	39.39	47.22	55.17	57.58	50.00	10.34	3.03	2.78	29	33	36
3	63.64	60.71	44.83	31.82	17.86	44.83	4.55	21.43	10.34	44	28	29
4	57.14	70.00	66.67	40.48	30.00	33.33	2.38	0.00	0.00	42	40	27
5	63.64	85.37	83.33	31.82	12.20	10.00	4.55	2.44	6.67	22	41	30
6	50.00	78.26	66.67	37.50	21.74	26.67	12.50	0.00	6.67	16	23	15
7	*	70.59	84.62	*	23.53	15.38	*	5.88	0.00	*	17	13
8	*	*	66.67	*	*	33.33	*	*	0.00	*	*	15
All Grades	52.54	67.37	50.20	42.37	27.89	44.58	5.08	4.74	5.22	177	190	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		14.29	*		78.57	*		7.14	*		42
1	*		28.57	*		40.48	*		30.95	*		42
2	20.69	9.09	11.11	65.52	66.67	75.00	13.79	24.24	13.89	29	33	36
3	4.44	7.14	10.34	60.00	60.71	44.83	35.56	32.14	44.83	45	28	29
4	9.30	9.76	7.41	62.79	70.73	62.96	27.91	19.51	29.63	43	41	27
5	4.35	19.51	13.33	73.91	63.41	60.00	21.74	17.07	26.67	23	41	30
6	0.00	13.04	6.67	31.25	43.48	53.33	68.75	43.48	40.00	16	23	15
7	*	17.65	7.69	*	64.71	53.85	*	17.65	38.46	*	17	13
8	*	*	33.33	*	*	60.00	*	*	6.67	*	*	15
All Grades	8.79	13.09	15.26	59.34	61.26	59.84	31.87	25.65	24.90	182	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*		45.24	*		50.00	*		4.76	*		42
1	*		9.52	*		80.95	*		9.52	*		42
2	10.34	27.27	11.11	75.86	45.45	69.44	13.79	27.27	19.44	29	33	36
3	11.11	7.14	31.03	82.22	89.29	55.17	6.67	3.57	13.79	45	28	29
4	14.63	31.71	11.11	73.17	65.85	74.07	12.20	2.44	14.81	41	41	27
5	4.35	24.39	16.67	82.61	75.61	66.67	13.04	0.00	16.67	23	41	30
6	12.50	30.43	40.00	81.25	69.57	60.00	6.25	0.00	0.00	16	23	15
7	*	17.65	38.46	*	82.35	61.54	*	0.00	0.00	*	17	13
8	*	*	33.33	*	*	66.67	*	*	0.00	*	*	15
All Grades	10.56	23.04	24.10	78.89	70.68	65.46	10.56	6.28	10.44	180	191	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 over the past three school years. The data also shows 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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
920	**71.6**	**33.3**	**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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	306	33.3
Foster Youth	1	0.1
Homeless	51	5.5
Socioeconomically Disadvantaged	659	71.6
Students with Disabilities	116	12.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7
Asian	12	1.3
Filipino	12	1.3
Hispanic	842	91.5
Two or More Races	14	1.5
Pacific Islander	1	0.1
White	33	3.6

Conclusions based on this data:

At a school with an enrollment of over 900 students, where nearly 3/4 of the students are socially disadvantaged, 1/3 are English learners, and 13% are students with disabilities, implementing culturally responsive teaching is crucial. This

approach acknowledges and embraces the diverse cultural backgrounds of students, integrating their unique experiences into the curriculum and classroom environment. By doing so, the Soria staff will create a more inclusive and supportive learning atmosphere that respects and values each student's identity. Addressing the high percentage of chronic absenteeism, culturally responsive teaching can foster a stronger sense of belonging and engagement among students, making them feel understood and motivated to attend school regularly. This will enhance academic achievement and promote equity and inclusion, essential for the success of all students in such a diverse educational setting.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. Based on 2023 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 assessments, 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 STOIC to positively impact the

suspension rates as well as closely monitoring student attendance, 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
18.5 points below standard	48 points below standard	1 Student
Decreased -7.6 points	Decreased Significantly -22.3 points	
596 Students	223 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
40 points below standard	Orange	Red
Decreased -14 points	30 points below standard	149.5 points below standard
36 Students	Decreased -8.5 points	Decreased Significantly -52.2 points
	435 Students	72 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	101.8 points above standard 11 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 26 points below standard Decreased -9.6 points 540 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student	23.9 points above standard Decreased -6.7 points 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.4 points below standard Decreased Significantly -23.9 points 119 Students	6.4 points below standard Decreased Significantly -28.5 points 104 Students	10.7 points below standard Decreased -6.6 points 301 Students

Conclusions based on this data:

Based on the student data from the 2023 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 to support 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. We are also adding in additional co-teaching to support students in the general education classrooms.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
67.3 points below standard	101 points below standard	1 Student
Maintained +1.1 points	Decreased Significantly -17.4 points	
596 Students	222 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
102.3 points below standard	Orange	Red
Maintained -1.1 points	81.4 points below standard	181.8 points below standard
36 Students	Decreased -3.1 points	Decreased Significantly -41.3 points
	435 Students	72 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	9.2 points above standard 11 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 74.9 points below standard Maintained -1.5 points 541 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student	3.3 points below standard Increased +6.7 points 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.9 points below standard Decreased Significantly -15.3 points 119 Students	74.8 points below standard Decreased Significantly -28 points 104 Students	53 points below standard Increased +3 points 301 Students

Conclusions based on this data:

Based on the student data from the 2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
57.9% making progress towards English language proficiency
Number of EL Students: 126 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.

2023 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
21	32	1	72

Conclusions based on this data:

According to the Fall 2023 Dashboard English Learner Progress Indicator, 57.9% of English Learners were making progress towards English language proficiency which is an increase of 12.6%. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
23.1% Chronically Absent	22.8% Chronically Absent	2 Students
Increased 2.9	Increased Significantly 3.5	
932 Students	316 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
25.5% Chronically Absent	Red	Red
Increased 18	23.3% Chronically Absent	36.2% Chronically Absent
55 Students	Increased 1	Increased 2
	679 Students	130 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	8.3% Chronically Absent Declined -9.8 12 Students	16.7% Chronically Absent Increased 16.7 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 23.1% Chronically Absent Increased 2.5 854 Students	21.4% Chronically Absent Increased 1.4 14 Students	Less than 11 Students 1 Student	 Red 30.3% Chronically Absent Increased 11.6 33 Students

Conclusions based on this data:

Based on 2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
5% suspended at least one day	5.6% suspended at least one day	2 Students
Increased 1.9	Increased Significantly 3.2	
940 Students	320 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
10.7% suspended at least one day	Red	Red
Increased 3.6	5.6% suspended at least one day	6.1% suspended at least one day
56 Students	Increased Significantly 2.5	Increased 6.1
	683 Students	131 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 12 Students	0% suspended at least one day Declined -14.3 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 5.2% suspended at least one day Increased Significantly 2.1 861 Students	7.1% suspended at least one day Increased 7.1 14 Students	Less than 11 Students 1 Student	 Orange 3% suspended at least one day Increased 3 33 Students

Conclusions based on this data:

Based on the 2023 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 STOIC 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-2024: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 32% 4th grade - 41% 5th grade - 40% 6th grade - 46% 7th grade - 38% 8th grade - 54%	2024-2025: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 45% 4th grade - 50% 5th grade - 50% 6th grade - 55% 7th grade - 50% 8th grade - 60%
CAASPP Math	2023-2024: Percentage of students scoring Met/Exceeded by grade level: 3rd grade - 26% 4th grade - 30% 5th grade - 19% 6th grade - 30% 7th grade - 19% 8th grade - 30%	2024-2025: Percentage of students who will score Met/Exceeded by grade level: 3rd grade - 35% 4th grade - 40% 5th grade - 35% 6th grade - 40% 7th grade - 30% 8th grade - 40%
ELPAC	2023-2024: ELPAC by grade level	2024-2025 ELPAC by grade level

	Percentage of students scoring at Levels 3 & 4: Kinder: 48% 1st grade - 58% 2nd grade - 70% 3rd grade - 66% 4th grade - 52% 5th grade - 77% 6th grade - 86% 7th grade - 61% 8th grade - 80%	Percentage of students who will score at Levels 3 & 4: Kinder: 50% 1st grade - 60% 2nd grade - 75% 3rd grade - 70% 4th grade - 60% 5th grade - 80% 6th grade - 90% 7th grade - 70% 8th grade - 85%
Star Early Literacy	End-of-Year 2023-2024 Percentage of students scoring At/Above Benchmark by grade level: Kindergarten (English; N= 44): At/Above Benchmark: 60% Kindergarten (Spanish; N=45): At/Above Benchmark: 62% 1st Grade (English; N=30): At/Above Benchmark:31% 1st Grade (Spanish; N=28): At/Above Benchmark: 29%	End-of-Year 2024-2025 Percentage of students who will score At/Above Benchmark by grade level: Kindergarten (English): At/Above Benchmark: 70% Kindergarten (Spanish: At/Above Benchmark: 70% 1st Grade (English): At/Above Benchmark: 45% 1st Grade (Spanish): At/Above Benchmark: 45%
Star Reading	End-of-Year 2023-2024 Percentage of students scoring At/Above Benchmark by grade level: 2nd Grade (English; N=44):48% 2nd Grade (Spanish; N=16): 23% 3rd Grade (English; N=29):30% 3rd Grade (Spanish; N=9): 19% 4th Grade (English; N=40): 40% 4th Grade (Spanish; N=17): 38% 5th Grade (English; N=38): 36% 5th Grade (Spanish; N=16): 35% 6th Grade (English; N=45): 43% 6th Grade (Spanish; N=22): 52% 7th Grade (English; N=51): 46% 7th Grade (Spanish; N=18): 40% 8th Grade (English; N=49): 40% 8th Grade (Spanish; N=26): 46%	Winter and End-of-Year 2024-2025 Percentage of students who will score At/Above Benchmark by grade level: 2nd Grade (English): 45% (Winter) 55% (EOY) 2nd Grade (Spanish): 25% (Winter) 35% (EOY) 3rd Grade (English): 30% (Winter) 40% (EOY) 3rd Grade (Spanish): 20% (Winter) 30% (EOY) 4th Grade (English): 40% (Winter) 50% (EOY) 4th Grade (Spanish): 35% (Winter) 45% (EOY) 5th Grade (English): 35% (Winter) 45% (EOY) 5th Grade (Spanish): 35% (Winter)

		45% (EOY) 6th Grade (English): 40% (Winter) 50% (EOY) 6th Grade (Spanish) 50% (Winter) 60% (EOY) 7th Grade (English): 45% (Winter) 55% (EOY) 7th Grade (Spanish): 40% (Winter) 50% (EOY) 8th Grade (English): 40% (Winter) 50% (EOY) 8th Grade (Spanish): 45% (Winter) 55% (EOY)
Star Math	End-of-Year 2023-2024 Percentage of students scoring At/Above Benchmark by grade level: 1st Grade (N=36): 37% 2nd Grade (N=39): 42% 3rd Grade (N=22): 23% 4th Grade (N=25): 25% 5th Grade (N=19): 18% 6th Grade (N=19): 17% 7th Grade (N=20): 18% 8th Grade (N=34): 28%	Winter and End-of-Year 2024-2025 Percentage of students who will score At/Above Benchmark by grade level: 1st Grade: 40% (Winter) 50% (EOY) 2nd Grade: 40% (Winter) 50% (EOY) 3rd Grade: 23% (Winter) 30% (EOY) 4th Grade: 25% (Winter) 35% (EOY) 5th Grade: 20% (Winter) 30% (EOY) 6th Grade: 20% (Winter) 30% (EOY) 7th Grade: 20% (Winter) 30% (EOY) 8th Grade: 25% (Winter)

		35% (EOY)
Reclassifcation Rate	2023-2024: 34 of 242 (14%) students reclassified.	2024-2025: We will increase the number of students who reclassified by 15.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	70000 LCFF 4000-4999: Books And Supplies Warehouse charges, Supplemental Instructional Materials and Supplies 5000 LCFF 4000-4999: Books And Supplies Technology (e.g., Computer equipment, Printers, headphones, software) 500 LCFF 5700-5799: Transfers Of Direct Costs Graphics 2000 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 1622 Title I 1000-1999: Certificated Personnel Salaries Certificated benefits for extra hours/professional development 2000 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff

			1500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services; Online subscriptions/licenses 3525 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
1.3	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.	English Learners	7058 Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs (e.g. CABE) 1500 LCFF 5000-5999: Services And Other Operating Expenditures Extra hours for Certificated Teachers to attend professional development 15,000 Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction
1.4	The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.	All Students	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

1.5	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. Each team will have data discussions with the administration to identify the best Tier I, II, and III-level interventions to underperforming students in ELA/SLA and Math during Core Instruction and ELD.	All Students	District Funded 1000-1999: Certificated Personnel Salaries One Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention 6000 Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention 10216 Title I 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings District Funded 2000-2999: Classified Personnel Salaries Two Kindergarten paraeducators to support small group instruction 7368 LCFF 1000-1999: Certificated Personnel Salaries Floating certificated substitutes to release teachers to attend meetings 3549 LCFF 2000-2999: Classified Personnel Salaries Classified extra help
1.6	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.	All Students	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
1.7	Continue maintenance agreement for Duplo machine and copy machines to support curriculum, instruction, and assessment across a all core subjects, electives, and ELD.	All Students	2000 LCFF 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement 2500 LCFF

			4000-4999: Books And Supplies Duplo materials and supplies
1.8	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.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs
1.9	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.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures District-wide Renaissance contract District Funded 2000-2999: Classified Personnel Salaries Library Media Tech Salary 5500 LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
1.10	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.	Students with Disabilities	4000 Title I 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 2122 Title I 1000-1999: Certificated Personnel Salaries Certificated benefits
1.11	Implement the District Master Plan for English Learners.	English Learners	No additional cost
1.12	The site will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.	All Students	No additional cost
1.13	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.	All Students	6000 Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license 3000 LCFF

			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 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures ESGI Kindergarten progress monitoring tool
1.14	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.	All Students	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Teacher Liaison
1.15	The site will support extracurricular activities and clubs that promote student engagement, leadership, and/or professional development opportunities (e.g., Associated Student Body (ASB)).	All Students	1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Student Leadership/professional development 1000 LCFF 5000-5999: Services And Other Operating Expenditures ASB Insurance 1000 LCFF 1000-1999: Certificated Personnel Salaries Extra certificated hours to coordinate extracurricular activities/clubs
1.16	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).	All Students	3000 LCFF 4000-4999: Books And Supplies Academic Incentives and Awards

1.17	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.	All Students	1500 Title I 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees) 1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Entrance Fees) District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors 1000 Title I 4000-4999: Books And Supplies Instructional Materials to support AVID 2500 LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training 2000 LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Training Registration Fees
1.18	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. Prop 28 will support music instruction.	All Students	4500 LCFF 4000-4999: Books And Supplies Materials and Supplies 137453 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher for K-8 salary 13,826 Prop 28 4000-4999: Books And Supplies Supplies including instruments, music, cases, and materials for teaching music classes
1.19	The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.	All Students	203 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 200 LCFF 2000-2999: Classified Personnel Salaries Extra hours for ORC to support 8th grade students' transition to high school
1.20	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.	All Students	No additional cost
1.21	The site will continue to support student athletics to promote student involvement and engagement.	All Students	No additional cost
1.22	The site will continue to provide opportunities for academic enrichment for students identified as GATE.	All Students	4550 LCFF 4000-4999: Books And Supplies Supplemental instructional materials and supplies
1.23	Teachers will be released for 1/2 days to work with TOSAs on data informed planning.	All Students	6000 Title I 1000-1999: Certificated Personnel Salaries Teacher substitutes
1.24	Leadership will meet regularly to analyze trends and provide solutions for school-wide improvement	All Students	2000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for leadership retreat before school begins 10,000 LCFF 1000-1999: Certificated Personnel Salaries Teacher substitutes
1.25	Train staff and provide co-teaching in middle school to benefit students with IEPs in their general education classroom.	All Students	2300 Title I 1000-1999: Certificated Personnel Salaries Certificated hours for professional development 500 Title I 1000-1999: Certificated Personnel Salaries Certificated benefits for professional development

			District Funded 5000-5999: Services And Other Operating Expenditures Professional Development on co-teaching

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Currently, teachers meet regularly in data groups to analyze student performance data. They utilize data to inform and adjust instructional strategies. This is used to promote collaboration among teachers to share best practices and interventions. Meetings have fostered a collaborative environment, allowing for the sharing of insights and strategies. However, our students' scores remain stagnant. The data analysis process needs to be more focused and consistent to drive more targeted interventions. While data group meetings and IAB assessments have been beneficial, there is a need for a more focused and consistent approach to data analysis. We will collaborate with leadership to develop standardized protocols for data collection and analysis, ensuring all teachers are trained and follow the same methods. We will also regularly review and refine these protocols to maintain consistency and relevance. Administration is also shifting the data meetings from short meetings to just ensure that teachers know their students' levels to include collaboration time to develop next steps. Additionally, IABs have been effective in providing state assessment exposure and support to students. There is a need for a more systematic approach to ensure consistent and focused data analysis across all assessments.

Our school counselor works individually with middle school students to discuss grades and set academic goals as the students focus on their ability to contribute to their own education. She also provides counseling and intervention programs for students struggling academically across all grade levels. This has been effective in providing personalized support, helping students set and achieve academic goals. This strategy has also contributed to better student engagement and self-awareness regarding their academic performance. We spend time and allocate resources to celebrate student success and this helps students take pride in their learning.

We will also continue to work on vertical articulation by organizing regular cross-grade meetings to align curricula and teaching strategies. This ensures a seamless progression for students as they advance through grades.

To achieve the goal of all students attaining proficiency or better in reading and mathematics, it is crucial to enhance data analysis practices, continue efforts in vertical articulation, and incorporate student voice in planning. These steps will ensure a more focused, inclusive, and effective approach to reaching high academic standards.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures to implement the 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.

To enhance the achievement of our school's overarching academic goal of ensuring all students attain proficiency or better in reading and mathematics, we will incorporate a more focused approach to planning around data and a stronger implementation of research-based instructional strategies. This involves refining our data analysis processes to be more consistent and targeted, enabling us to identify specific areas where students need support and tailoring interventions accordingly. Additionally, we will adopt and rigorously apply proven, research-based teaching methodologies to improve instructional quality and effectiveness. By grounding our strategies in robust data and evidence-based practices, we aim to create a more responsive and effective learning environment that supports every student's academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Support and School Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To increase positive attendance
To decrease the suspension rate
To increase positive behavior
To ensure a safe environment
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2023-24: The suspension rate was 4%	2024-25: The suspension rate will decrease to 2%.
Student Attendance	2023-24: Overall Average Daily Attendance Rate: 91.6%	2024-25: The Overall Average Daily Attendance Rate will increase to 95%.
Panorama Survey	Spring 2024 (All Students) Grades 3-5 (N=266) Teacher-Student Relationships: 80% Sense of Belonging: 63% Self-Management: 70% Social Awareness: 68% Engagement: 62% Growth Mindset: 62% Emotional Regulation: 50% Grades 6-8 (N=156) Self-Management: 64% Teacher-Student Relationships: 57% Social Awareness: 58% Growth Mindset: 49% Sense of Belonging: 40% Emotional Regulation: 45%	2024-25: Increase by 5%. Grades 3-5 Teacher-Student Relationships: 85% Sense of Belonging: 70% Self-Management: 75% Social Awareness: 73% Engagement: 68% Growth Mindset: 67% Emotional Regulation: 55% Grades 6-8 Self-Management: 70% Teacher-Student Relationships: 62% Social Awareness: 63% Growth Mindset: 55% Sense of Belonging: 50% Emotional Regulation: 50%

	Engagement: 30%	Engagement: 40%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
2.2	Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Training for all staff, including Campus Supervisors
2.3	School will provide Campus Supervision after hours to ensure the safety of all students.	All Students	District Funded 2000-2999: Classified Personnel Salaries Campus Supervisors 2000 LCFF 2000-2999: Classified Personnel Salaries Campus SupervisorExtra hours
2.4	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.	All Students	5500 LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help 2000 LCFF 2000-2999: Classified Personnel Salaries Custodial-OT
2.5	Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health.	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Contract
2.6	School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.	All Students	1500 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
2.7	Recognize and reward students for positive behavior and positive student attendance during trimester Awards Assemblies and through rewards provided by the Student Store.	All Students	10000 LCFF 4000-4999: Books And Supplies Positive Behavior and Positive Attendance Incentives and Awards
2.8	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.	All Students	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
2.9	All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lockdown drills, including one annual evacuation drill.	All Students	No additional cost
2.10	Ensure administrative site coverage when Principal and Assistant Principal are absent or off site.	All Students	6000 Title I 1000-1999: Certificated Personnel Salaries Administrative Support / Extra Help from Admin TOSA
2.11	The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	All Students	1500 LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours 6000 LCFF 5000-5999: Services And Other Operating Expenditures Graphics

2.12	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.	All Students	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
2.13	Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.	All Students	1500 LCFF 4000-4999: Books And Supplies Purchase necessary safety equipment such as cones, bull horns, safety vests, etc.
2.14	Provide research-based individual and small group counselling services to students in need of social/emotional support.	All Students	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary 1000 Title I 1000-1999: Certificated Personnel Salaries School Counselor extra help
2.15	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.	All Students	No additional cost
2.16	All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Bullying Prevention, and Threat Assessment training.	All Students	No additional cost
2.17	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.	All Students	District Funded 1000-1999: Certificated Personnel Salaries ORC salary & benefits 1000 Title I 2000-2999: Classified Personnel Salaries ORC-OT 500 Title I 2000-2999: Classified Personnel Salaries ORC-Extra help
2.18	The school will provided dedicated time for Social Emotional Learning every day to ensure student wellbeing and continue the normalization of expressing feelings.	All Students	No additional cost

2.19	The school counselor will provide Wellness Wednesdays once a month to celebrate the social emotional theme of each moth	All Students	4500 LCFF 4000-4999: Books And Supplies Supplies for wellness Wednesdays
2.20	Staff will implement the 7 Mindsets programs as an alternative to suspension for students in Middle School	All Students	District Funded 4000-4999: Books And Supplies 7 Mindsets online curriculum
2.30			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the school year, the outreach coordinator, school counselor, attendance tech, and administration met regularly to monitor student attendance, identify students at risk of being chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. A key focus was on fostering a sense of belonging among students. School staff provided support for families, recommending and referring students or parents to Ventura County-based social services, counseling, or other community-based services or programs to help address barriers negatively impacting student attendance. To address our students' social, emotional, and behavioral needs, students were identified through the MTSS 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 them with praise, recognition, and incentives, further enhancing their sense of belonging. The plan for this year is to continue positively recognizing expected behavior. Additionally, site teams that support school safety and positive behavior will meet regularly to analyze student discipline data, identify areas of focus, and provide recommendations to school staff to strengthen our school's positive learning environment.

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.

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 23-24 SPSA, chronic absenteeism, and suspension rate data the Juan Lagunas Soria School MTSS team will analyze student discipline data more frequently to identity 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. Soria staff will focus on implementing the more comprehensive STOIC model as its PBIS approach strategy. Due to ongoing concerns during breaks, we will provide more structured games and activities on the 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	In 23-24, there were a total of 205 parents who completed the district clearance process to support school activities (e.g., field trips, Student Store).	In 2024-25, Juan Lagunas Soria will maintain a minimum of 100 parent volunteers who have completed the district clearance process.
Parent Survey Results	Baseline data will be collected in the 24-25 school year	In 2024-25 Juan Laguna Soria will work to have 80% of surveyed parents that feel a sense of belonging to the school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.	All Students	District Funded 2000-2999: Classified Personnel Salaries

			ORC-Salary & benefits 1000 LCFF 2000-2999: Classified Personnel Salaries ORC-Extra hours & OT
3.2	Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.	All Students	No additional cost
3.3	Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.	English Learners	500 LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs 1500 LCFF 4000-4999: Books And Supplies Materials and supplies
3.4	The School Site will host Back to School Night, Parent Orientations, Open House, as well as Parent Universities focusing on Literacy, Math, and/or issues pertaining to school community, to increase parent involvement in students' education.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher/Counselor-Extra hours 2000 LCFF 2000-2999: Classified Personnel Salaries Teacher/Counselor-Extra hours 250 LCFF 2000-2999: Classified Personnel Salaries Verbal Translation 600 Title I 2000-2999: Classified Personnel Salaries Babysitting f 2000 LCFF 2000-2999: Classified Personnel Salaries Custodial-Extra help & OT
3.5	The parents will be surveyed twice a year utilizing Panorama Survey.	All Students	District Funded 4000-4999: Books And Supplies Panorama Survey licensing
3.6	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.	All Students	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours ASES

			4000-4999: Books And Supplies Supplies
3.7	The school will provide opportunities for parents who have been cleared to volunteer on campus. This will include any necessary trainings for the jobs they volunteer for.	All Students	1000 LCFF 1000-1999: Certificated Personnel Salaries Teacher/Counselor-Extra hours
3.8	The school will provide two kindergarten orientation sessions for parents to ensure that they are confident with the expectations of a dual language kindergarten class and to give them a tour of the facilities.	All Students	No additional cost

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-24 school year, Soria School implemented a comprehensive approach to enhance parental involvement and collaboration to boost student success. Parent/teacher conferences were facilitated to provide a platform for parents to actively engage with their child's academic progress. These conferences allowed parents, students, and teachers to review achievement data together, discuss strengths and areas for improvement, and collaboratively identify strategies to enhance student success. To further build a strong sense of community and partnership, parents were invited to a variety of events, including community-building activities, informational classes on current educational and social issues, and student success meetings focused on best practices for supporting student achievement.

Continuous and effective communication between the school and families was maintained through the use of ParentSquare, an all-in-one platform that streamlined messaging, announcements, and updates. This ensured that parents were always informed about their child's progress and school activities. Additionally, the school's Outreach Coordinator and School Counselor played pivotal roles in supporting parents through training and educational programs. These sessions were designed to empower parents with the knowledge and skills needed to effectively support their children's learning at home, addressing topics such as homework help, understanding curriculum standards, and fostering a positive home learning environment. By offering these resources and maintaining open lines of communication, Soria School strengthened the home-school connection, thereby creating a supportive network aimed at maximizing student success.

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 major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are a school that is very fortunate to have such a high number of parents who are willing to volunteer. We will be aligning out data from goal 2 with the desire to volunteer and create opportunities to provide structure to sports during the lunch breaks. This will give parents a better opportunity to partner with the site along with minimizing the opportunity for disagreements amongst students. We will also continue to work with parents as partners in education and promote parent universities, involvement in School Site Council, the English Language Advisor Committee, and the Parent Teacher Association. The school will also provide supports and/or training to parents to increase their knowledge and skills.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$91,443.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$435,342.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$69,385.00
Title III	$22,058.00

Subtotal of additional federal funds included for this school: $91,443.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$192,620.00
Prop 28	$151,279.00

Subtotal of state or local funds included for this school: $343,899.00

Total of federal, state, and/or local funds for this school: $435,342.00

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	69,385	0.00
Title III	22,058	0.00
LCFF	192,620	0.00
LCFF - Intervention	0	0.00
Prop 28	151,279	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	192,620.00
Prop 28	151,279.00
Title I	69,385.00
Title III	22,058.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	206,581.00
2000-2999: Classified Personnel Salaries	21,099.00
4000-4999: Books And Supplies	150,104.00
5000-5999: Services And Other Operating Expenditures	19,558.00
5700-5799: Transfers Of Direct Costs	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF	28,368.00
2000-2999: Classified Personnel Salaries	LCFF	18,999.00
4000-4999: Books And Supplies	LCFF	116,753.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,500.00
5700-5799: Transfers Of Direct Costs	LCFF	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	137,453.00
4000-4999: Books And Supplies	Prop 28	13,826.00
1000-1999: Certificated Personnel Salaries	Title I	40,760.00
2000-2999: Classified Personnel Salaries	Title I	2,100.00
4000-4999: Books And Supplies	Title I	4,525.00
5700-5799: Transfers Of Direct Costs	Title I	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,500.00
4000-4999: Books And Supplies	Title III	15,000.00
5000-5999: Services And Other Operating Expenditures	Title III	7,058.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	379,992.00
Goal 2	45,500.00
Goal 3	9,850.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Kemp	Principal
Kelley Elrod	Classroom Teacher
Kim Lopez	Classroom Teacher
John Guillen	Classroom Teacher
Sonia Nava	Other School Staff
Will Gomez	Parent or Community Member
Vanessa Torres	Parent or Community Member
Liz Robles-Ramirez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Carlos Sepulveda	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
	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 28, 2024.

Attested:

	Principal, Amanda Kemp on May 28, 2024
	SSC Chairperson, Carlos Sepulveda on May 28, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Plans for Student Achievement

August 21, 2024

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- 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 & Strategic Plan alignment

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.

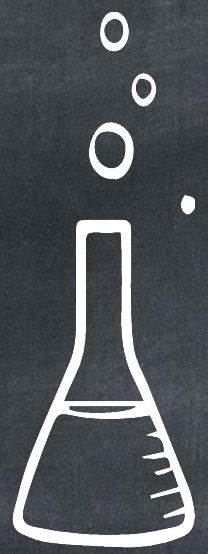
June/August

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

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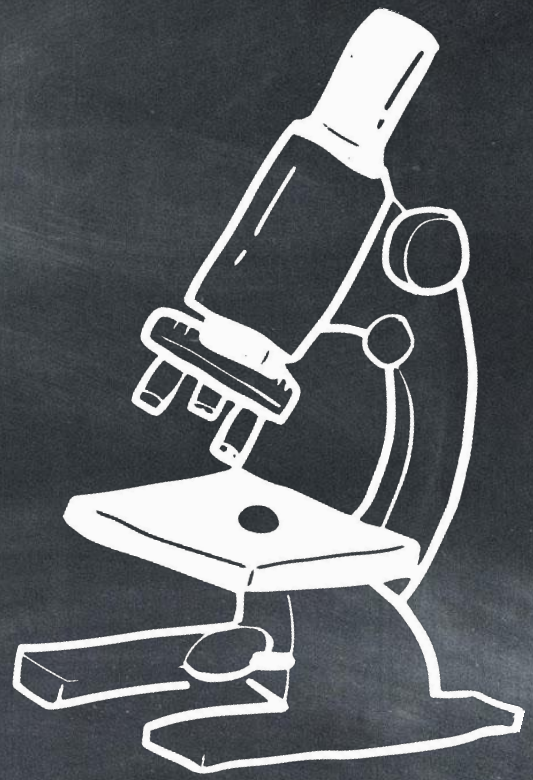
STUDENT PERFORMANCE DATA

- 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



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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.

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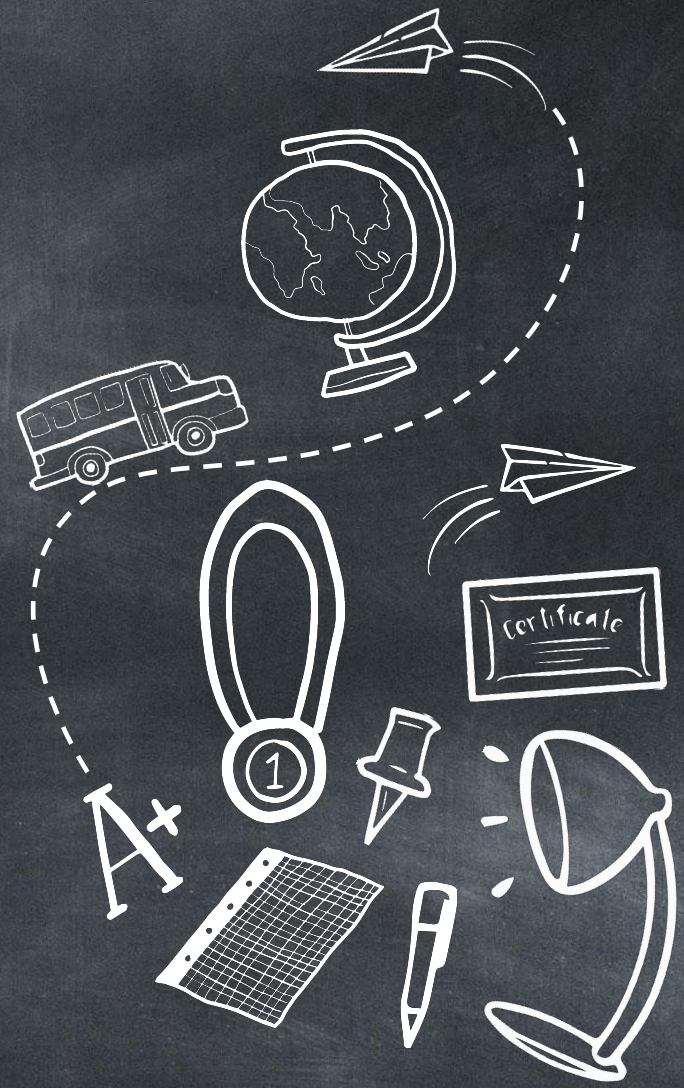
STRATEGIES/ACTIVITIES

- 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 both academic and social-emotional student outcomes.
- Aligned to LCAP and Strategic Plan strategies.



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

Alignment to Strategic Plan

Examples:

- Plans for music and art instruction, funded by Prop 28 and other sources.
- Biliteracy instruction and BUF implementation
- Student projects which can be displayed at OSD Creates!
- implementing the MTSS model to support academic, social-emotional, behavioral and attendance needs.
- Using student voice to inform decision making (Superintendent & Principal Fellows)
- Wellness Centers and Community Circles to support social emotional learning
- AVID classes, activities and parent engagement
- Parent involvement through workshops, committees and events
- Student Leadership opportunities

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Language Arts and Math

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023-2024: 3rd Grade Exceeded or Met: 33% Nearly Met: 25% Not Met : 53%	2024-2025: Focus on Growth from level to level: 10% of students from each level will increase their score in order to move to next level.

Strategies/Activities

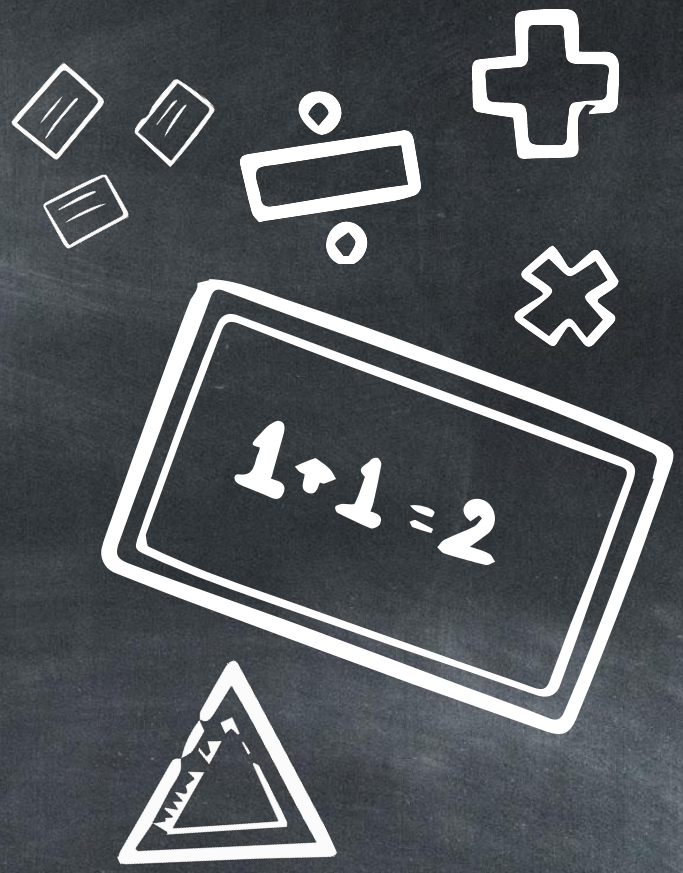
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.8	The Literacy Intervention Teacher (LIT) and the Intervention Service Provider (ISP), will provide reading intevention to identified students to support growth in literacy.	All Students English Learners Foster Youth Homeless Socioeconomically Dis Add Row 5 rows remaining.	District Funded 1000-1999: Certificated Persc Literacy Intervention Teacher salary 27156 Title I 2000-2999: Classified Person Intervention Service Provider salary Add Row 8 rows remaining.

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.

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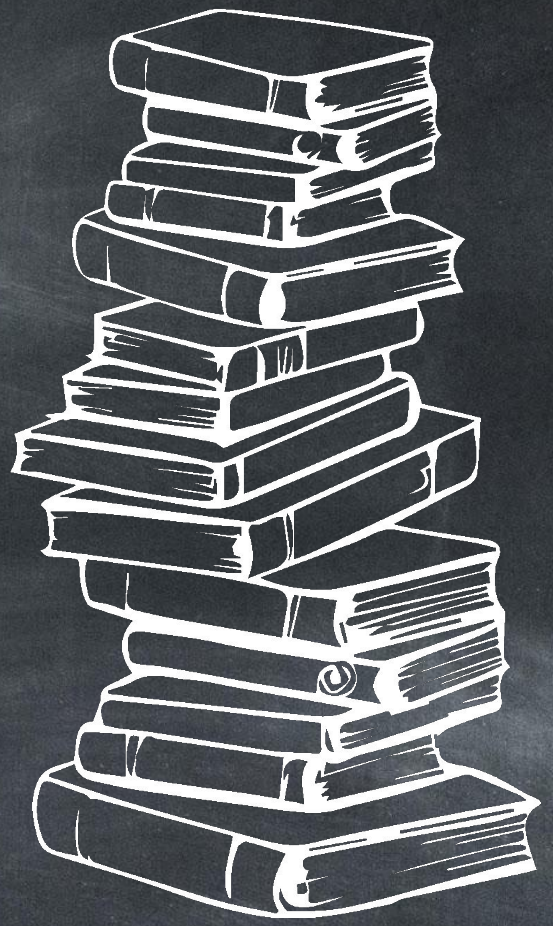
A LIVING DOCUMENT

School Plans are regularly revised to reflect changes in student needs and budget expenditures.



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THANK YOU!

Questions?

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section D: Action Items

Approval of Provisional Internship Permits in Special Education, Mild to Moderate Support Needs, for Joaquin Jimenez to Serve as a 6-8 grade Resource Specialist Teacher at Chavez School and for Alberto Cervantes to Serve as a 4-5 grade Resource Specialist Teacher at Chavez and Ramona Schools for the 2024/2025 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for a Provisional Internship Permit, in Special Education, Mild to Moderate Support Needs, for Joaquin Jimenez to serve as a 6-8th grade Resource Specialist Teacher at Chavez School and for Alberto Cervantes to serve as a 4/5 grade Resource Specialist Teacher at Chavez and Ramona Schools for the 2024/2025 school year until the employee receives a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Provisional Internship Permit, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Natalia Torres **Date of Meeting:** August 21, 2024

Agenda Section: Section D: Action Items

Approval of Variable Term Waivers for Pupil Personnel Services Credentials in School Counseling for Nicolette Coppola and Hayley Prushansky to Serve as Behavior Specialists in the Special Education Department for the 2024/2025 School Year (Torres/Carroll)

The District is recommending that the Board of Trustees approve this action item for Pupil Personnel Services Credentials in School Counseling for Nicolette Coppola and Hayley Prushansky to serve as Behavior Specialists in the Special Education Department for the 2024/2025 school year until the employees receive a credential.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Variable Term Waivers as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section D: Action Items

Ratification of Agreement # 24-106 With City of Oxnard Regarding Off Site Improvements for Rose Avenue Elementary School(Mitchell)

District representatives and City of Oxnard representatives met over the past several months to discuss certain City permits, public facilities and improvements required for the Rose Elementary School. In connection with those improvements and facilities, the District's Board of Trustees has previously approved several easements, dedications, conveyances and covenants.

The Agreement between the District and the City of Oxnard is intended to provide for the construction of the off-site portion of the improvements to allow the school site to connect to the water, sewer, storm water and other City operated systems. The Agreement also provides for certain sidewalk and street improvements to be constructed by the District. In connection with the construction of the required improvements, the City requires that the District provide certain insurance, bonding, warranties and other commitments.

FISCAL IMPACT:
Estimated $250,000 for the construction of the required improvements, plus permit fees and other related costs to be paid out of the Master Construct Funds.

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business & Fiscal Services that the Board ratify the execution and delivery of Agreement # 24-106.

ADDITIONAL MATERIALS:

Attached: Agreement 24-106 (12 Pages)

Agreement No. 9837-23-CD

CITY OF OXNARD

DEVELOPMENT DESIGN AND REVIEW IMPROVEMENT AGREEMENT
(CONCERNING OFF-SITE IMPROVEMENTS RELATED TO SCHOOL CONSTRUCTION)

Date of Agreement: June 12, 2023
Permit No.: NP 21-05
Names of Developer: Oxnard School District of Ventura County
Address: 1051 South "A" Street
Oxnard, CA 93030

This Development Design and Review Improvement Agreement ("Agreement") is entered into in the County of Ventura, State of California, between the City of Oxnard ("City") and the above-named Developers ("Developer") pursuant to Development Design and Review Permit No. NP 21-05. City and Developer agree as follows:

1. Agreement to Perform. Developer agrees to satisfactorily perform all acts required by City in connection with the development design and review permit.

2. Construction of Improvements **Required by City to Connect School Improvements to City Services ("Off Site Improvements")**

A. At Developer's sole expense, Developer agrees to construct and complete in accordance with City standards all street, drainage, water, sewer, lighting, and other public improvements required for approval of the development design and review permit. Such public improvements are set forth in Section 1 of Exhibit A, attached hereto and incorporated herein by this reference. The estimated cost of such public improvements is listed in Section 2 of Exhibit A.

B. Developer agrees to construct and complete City's portion, if any, of the public improvements as set forth in Section 1 of Exhibit A. Developer shall be reimbursed by City for the cost of such construction and completion in accordance with Resolution No. 10,272.

C. The public improvements are public work, as defined in Chapter 1 of Part 7 of Division 2 of the Labor Code, to which Labor Code Section 1771 applies. Developer shall comply with all requirements of law applicable to such construction.

3. Repairs or Reconstruction. Developer shall promptly repair or reconstruct any portion of the public improvements that the Community Development Director ("Director") determines, in his or her sole discretion, to be unsatisfactory. If Developer does not act promptly after reasonable notice from Director, and if City promptly repairs or reconstructs the improvements in order to protect such improvements or the public safety, Developer shall pay to City the actual cost of the repairs or reconstruction plus 15 percent thereof.

4. Fees and Charges. Developer agrees to pay all fees and charges imposed on the development pursuant to federal and State law and regulations and City ordinances, resolutions and policies.

5. Faithful Performance/Labor and Materials Security. Prior to execution of this Agreement by City, Developer shall furnish City with security in a form approved by the City Attorney. Security shall be as follows:

A. One hundred percent (100%) of the estimated costs of the public improvements as listed in Section 2 of Exhibit A to secure satisfactory construction and completion of those public improvements.

B. Fifty percent (50%) of the estimated costs of the public improvements as listed in Section 2 of Exhibit A to secure prompt payment to any contractor, subcontractor, and/or to persons furnishing labor, materials, or equipment for the construction and completion of the public improvements.

C. No changes or alternations may be made in the construction of the public improvements without the prior approval of Director. Unless otherwise approved, in writing, by Director, Developer shall obtain security for 100% of the estimated cost of the public improvements as changed or altered.

6. Release of Security. City agrees that the security furnished by Developer shall be released in the following manner:

A. Security provided for the satisfactory construction and completion of the public improvements shall be released upon final completion and acceptance of such construction by Director, subject to the security retained to guarantee that the public improvements are not defective and to pay the costs of enforcement. On written application of Developer after partial completion of the construction and acceptance thereof, Director may release a portion of the security. Any partial release shall not be less than 25% or more than 75% of the total security until final completion and acceptance of the public improvements by Director.

B. Security for payment to any contractor, subcontractor, and/or persons furnishing labor, materials, or equipment shall be released 65 days after the recording of a Notice of Completion, or if a Notice of Completion is not recorded, 95 days after the completion of the public improvements. The amount of security released shall be the total security less the amount of all claims of lien that have been recorded and notice given in writing to City. If no such claims of lien have been recorded and no notice given in writing to City, City shall release the security in full.

7. Guarantee of No Defects. Developer guarantees that the public improvements shall not be defective in any manner for a period of one year following completion and acceptance thereof by City, and Developer agrees to pay City's costs of enforcing such guarantee. Developer's guarantee shall be secured by a security in a form approved by the City Attorney equal to 25% of the estimated costs of the public improvements as listed in Section 2 of Exhibit A.

8. Time for Completion.

A. Developer shall diligently commence and proceed with the construction so that the public improvements shall be completed and accepted within 12 months after execution of this Agreement by City.

B. If Developer is delayed at any time in the progress of the construction by any changes ordered by Director in the scope of Developer's construction or by labor disputes, fire, unavoidable casualties or other circumstances beyond Developer's control, Director, on written application of Developer, may extend the time for completion for a reasonable period. Any extension granted by Director shall be in writing and shall specify the new time for performance.

C. For other good cause shown by Developer, Director may extend the time for completion. Any extension granted by Director shall be in writing and shall specify the new time for performance.

D. If the estimated costs of construction of the public improvements have increased, Director may, as a condition of extending the time for completion, require Developer to increase the amount of security.

9. Breach of Agreement. Director may declare Developer in breach of this Agreement for any of the following reasons:

A. Developer does not diligently pursue completion of the public improvements, or any part thereof, or fails to complete the construction of the public improvements within the specified time;

B. Developer is adjudged bankrupt, or Developer makes a general assignment for the benefit of Developer's creditors, or a receiver is appointed because Developer has become insolvent;

C. Developer or any of Developer's contractors, subcontractors, agents or employees violate any of the provisions of this Agreement.

10. Use of Security Upon Breach. After notifying Developer of Developer's breach of this Agreement, Director shall have the following rights with regard to Developer's security:

A. To demand that the surety immediately take over and complete the public improvements. The surety shall be obligated to comply with such demand within five days of receipt thereof.

B. To take over and complete the public improvements and use the security to provide for the entire costs thereof.

C. To take other appropriate action to cause the public improvements to be constructed at the expense of Developer or Developer's surety.

11. Indemnity. Developer agrees to indemnify, hold harmless and defend City, its City Council, and each member thereof, and every officer, employee, representative or agent of City, from any and all liability, claims, demands, actions, damages (whether in contract or tort, including personal injury, death at any time, or property damage), costs and financial loss, including all costs and expenses and fees of litigation or arbitration, that arise directly or indirectly from any acts or omissions related to this Agreement performed by Developer or its agents, employees, subconsultants, subcontractors, consultants and other persons acting on Developer's behalf. This agreement to indemnify, hold harmless and defend shall apply whether such acts or omissions are the product of active negligence, passive negligence, or acts for which Developer or its agents, employees, subconsultants, subcontractors, consultants and other persons acting on Developer's behalf would be held strictly liable.

12. Insurance.

A. Prior to execution of this Agreement by City, Developer shall obtain and maintain during the performance of this Agreement the insurance coverages as specified in Exhibit INS-Q, attached hereto and incorporated herein by this reference, issued by a company satisfactory to the Risk Manager, unless the Risk Manager waives, in writing, the requirement that Developer obtain and maintain such insurance coverages.

B. Prior to commencement of any construction under this Agreement, Developer shall file with the Risk Manager evidence of insurance coverage as specified in Exhibit INS-Q. Evidence of insurance coverage shall be forwarded to the Risk Manager, addressed as specified in Exhibit INS-Q.

C. Maintenance of proper insurance coverages by Developer is a material element of this Agreement. Developer's failure to maintain or renew insurance coverages or to provide evidence of renewal may be considered as a material breach of this Agreement.

13. Severability. City and Developer agree that the invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of any other provision.

14. Waiver of Any Challenge. Developer's execution of this Agreement represents full acceptance of the benefits and the burdens associated with the approval of the above development design and review permit and Developer hereby fully and completely waives all claims, protests, or challenges concerning any fee, condition or obligation imposed by City in its approval of the subdivision.

15. Costs of Enforcement. Developer and City agree that the prevailing party's reasonable costs, attorneys' fees (including the reasonable value of the services rendered by the City Attorney Department) and expenses, including investigation fees and expert witness fees, shall be paid by the non-prevailing party in any dispute involving the terms and conditions of this Agreement.

16. Arbitration. Developer and City agree that in the event of any dispute with regard to the provisions of this Agreement or the construction of the public improvements, the dispute may be submitted to arbitration upon the mutual agreement of Developer and City, under such

procedures as Developer and City may agree upon, or, if Developer and City cannot agree, then under the Rules of the American Arbitration Association.

17. Waiver of Statute of Limitations. For a period of ten years from the date of this Agreement, Developer agrees not to plead the statute of limitations as a defense to the obligations imposed by this Agreement.

18. Notices. All notices provided for herein shall be in writing and shall be effective when delivered in person or sent by registered or certified mail to Developer at the address given above or to City, c/o Community Development Director, 305 West Third Street, Oxnard, California 93030-5738.

19. Amendments. City and Developer agree that the terms and conditions of the Agreement may be reviewed and modified at any time. Any modifications to this Agreement, however, shall be effective only when agreed to in writing by both Director and Developer.

20. Binding on Successors. Developer and City agree that this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, successors and assigns of Developer and City.

21. Entire Agreement. City and Developer agree that this Agreement constitutes the entire agreement of the parties regarding the subject matter described herein and supersedes all prior communications, agreements, and promises, either oral or written.

22. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, when taken together, shall be deemed to be one and the same agreement. A signed copy of this Agreement transmitted by email or by other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original executed copy of this Agreement for all purposes.

(Signatures on following page.)

CITY OF OXNARD

Jeff Pengilley,
Interim Community Development Director

OXNARD SCHOOL DISTRICT
OF VENTURA COUNTY

Dr. Ana DeGenna,
Superintendent

OXNARD SCHOOL DISTRICT
OF VENTURA COUNTY

Valerie Mitchell,
Assistant Superintendent of Business
& Fiscal Services

APPROVED AS TO FORM:

Stephen M. Fischer, City Attorney

APPROVED AS TO INSURANCE:

Risk Manager

EXHIBIT A

TO

DEVELOPMENT DESIGN AND REVIEW IMPROVEMENT AGREEMENT
(OFF-SITE IMPROVEMENTS REQUIRED BY CITY IN CONNECTION WITH SCHOOL CONSTRUCTION)
PERMIT NO. NP 21-05

SECTION 1. IMPROVEMENT PLANS AND RESOLUTIONS.

Detailed Improvement Plan No. 21-26A

SECTION 2. ESTIMATED COSTS OF IMPROVEMENTS.

Streets	$50,000.00
Removals	$45,000.00
Wastewater facilities	$5,000.00
Water facilities	$135,000.00
Storm Drain facilities	15,000.00
Monuments and related facilities	-0-
Grading	-0-
Undergrounding existing utilities	-0-
TOTAL	**$250,000.00**

INSURANCE REQUIREMENTS FOR SUBDIVISION AGREEMENTS

1. Developer shall obtain and maintain during the performance of any activities under this Agreement the following insurance against claims for injuries to persons or damages to property which may arise from or in connection with the development of the subdivision by developer, its agents, representatives, or employees.

a. Commercial General Liability Insurance, including Contractual Liability, in an amount not less than $1,000,000 combined single limit for bodily injury and property damage for each claimant for general liability with coverage equivalent to Insurance Services Office Commercial General Liability Coverage (Occurrence Form CG 0001). If a general aggregate limit is used, that limit shall apply separately to the project or shall be twice the occurrence amount;

b. Business Automobile Liability Insurance in an amount not less than $1,000,000 combined single limit for bodily injury and property damage for each claimant for automobile liability with coverage equivalent to Insurance Services Office Automobile Liability Coverage (Occurrence Form CA0001) covering Code No. 1, "any auto;"

c. Workers' Compensation Insurance in compliance with the laws of the State of California, and Employer's Liability Insurance in an amount not less than $1,000,000 per claimant. Additionally, the workers' compensation policy shall include a waiver of all rights of subrogation which the insurer may have against the City.

2. Developer shall, prior to approval of the Subdivision Agreement, file with the Risk Manager certificates of insurance with original endorsements effecting coverage required by this Exhibit INS-Q. The certificates and endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf. The certificates and endorsements are to be on the attached forms or on other forms approved by the Risk Manager. All certificates and endorsements are to be received and approved by the Risk Manager before work commences. City reserves the right to require complete certified copies of all required insurance policies at any time. The certificates of insurance and endorsements shall be sent via email. If you have not received your request or are having difficulty with electronic upload, contact insurance@oxnard.org

3. Developer agrees that all insurance coverages shall be provided by a California admitted insurance carrier with an A.M. Best rating of A:VII or better and shall be endorsed to state that coverage may not be suspended, voided, canceled by either party, or reduced in coverage or limits without 30 days' prior written notice to the Risk Manager. The Risk Manager shall not approve or accept any endorsement if the endorsement contains "best effort" modifiers or if the insurer is relieved from the responsibility to give such notice.

4. Developer agrees that the Commercial General Liability and Business Automobile Liability Insurance policies shall be endorsed to name City, its City Council, officers, employees and volunteers as additional insureds as respects: liability arising out of activities performed by or on behalf of developer; products and completed operations of developer; premises owned, occupied or used by developer; or automobiles owned, leased, hired or borrowed by developer. The coverage shall contain no special limitations on the scope of protection afforded to City, its City Council, officers, employees and volunteers. **The General Liability Special Endorsement Form and Automobile Liability Special Endorsement Form attached to this Exhibit INS-Q or substitute forms containing the same information and acceptable to the Risk Manager shall be used to provide the endorsements (ISO form CG 2010 11/85 or if not available, CG 2010 with an edition date prior to 01/04 and CG 2037).**

5. The coverages provided to City shall be primary and not contributing to or in excess of any existing City insurance coverages **(this must be endorsed)**. Additionally, the workers' compensation policy shall include a waiver of all rights of subrogation which the insurer may have against the City. Any failure to comply with reporting provisions of the policies shall not affect coverage provided to City, its City Council, officers, employees and volunteers. The 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.

6. Any deductibles or self-insured retentions must be declared to and approved by the Risk Manager. At the option of the Risk Manager, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects City, its City Council, officers, employees and volunteers, or the developer shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses.

INSTRUCTION FOR SUBMITTING INSURANCE CERTIFICATES AND ENDORSEMENT FORMS

Certificates of Insurance

The sample accord form on the following page is provided to facilitate your preparation and submission of certificates of insurance. You may use this or any industry form that shows coverage as broad as that shown on the attached sample. **Please note the certificate holder address must be as shown on the attached sample accord form with the contract number and insurance exhibit identification information completed.** Improperly addressed certificates may delay the contract start-up date because the City's practice is to return unidentifiable insurance certificates to the insured for clarification as to the contract number. **Cancellation provisions must be endorsed to the policy. Modifying the certificate does not change coverage or obligate the carrier to provide notice of cancellation.**

Endorsement Forms

Original endorsements are required for commercial general liability and business automobile liability insurance policies and must be attached to the applicable certificate of insurance. City preference is that you use the endorsement forms which are attached. Substitute forms will be accepted, however, as long as they include provisions comparable to the attached.

INS-Q.doc

ACORD CERTIFICATE OF INSURANCE

ISSUE DATE (MM/DD/YY)

PRODUCER

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

CODE SUB-CODE

COMPANIES AFFORDING INSURANCE COVERAGE

INSURED

COMPANY LETTER A SPECIFY COMPANY NAMES IN THIS SPACE

COMPANY LETTER B

COVERAGES

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

CO LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	**GENERAL LIABILITY** [x] COMMERCIAL GENERAL LIABILITY [x] CLAIMS MADE [x] OCCUR. [x] OWNER'S & CONTRACTOR'S PROT.				GENERAL AGGREGATE PRODUCTS COMP/OP AGG. PERSONAL & ADV. INJURY EACH OCCURRENCE FIRE DAMAGE (Any one fire) MED. EXPENSE (Any one person)	$1,000,000 $1,000,000 $1,000,000 $1,000,000 $ $
A	**AUTOMOBILE LIABILITY** [x] ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS GARAGE LIABILITY				COMBINED SINGLE LIMIT BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE	$1,000,000 $ $ $
A	**EXCESS LIABILITY** UMBRELLA FORM OTHER THAN UMBRELLA FORM				EACH OCCURRENCE AGGREGATE	$ $
A	**WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY**				STATUTORY LIMITS EACH ACCIDENT DISEASE-POLICY LIMIT DISEASE-EACH EMPLOYEE	 $1,000,000 $1,000,000 $1,000,000
A	**OTHER**					

SAMPLE

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL ITEMS

CERTIFICATE HOLDER

CITY OF OXNARD % Evident ID, Inc.
8520 Allison Pointe Blvd. Ste 223
PMB 5210
Indianapolis, Indiana 462500-4299 US

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ~~ENDEAVOR TO~~ MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, ~~BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.~~

AUTHORIZED REPRESENTATIVE

GENERAL LIABILITY SPECIAL ENDORSEMENT
FOR THE CITY OF OXNARD (the "City")

SUBMIT IN DUPLICATE

ENDORSEMENT NO.	ISSUE DATE (MM/DD/YY)

PRODUCER

Telephone:

NAMED INSURED

POLICY INFORMATION:
Insurance Company:
Policy No.:
Policy Period: (from) (to)
LOSS ADJUSTMENT EXPENSE ☐ Included in Limits ☐ In Addition to Limits

☐ Deductible ☐ Self-Insured Retention (check which) of $ _____
with an Aggregate of $_____ applies to _____
coverage. ☐ Per Occurrence ☐ Per Claim (which)

APPLICABILITY This insurance pertains to the operations, products and/or tenancy of the named insured under all written agreements and permits in force with the City unless checked here ☐ in which case only the following specific agreements and permits with the City are covered:

CITY AGREEMENTS/PERMITS

TYPE OF INSURANCE

GENERAL LIABILITY
☐ COMMERCIAL GENERAL LIABILITY
☐ COMPREHENSIVE GENERAL LIABILITY
☐ OWNERS & CONTRACTORS PROTECTIVE
☐ Claims Made
Retroactive Date _____
☐ Occurrence

OTHER PROVISIONS

COVERAGES	LIABILITY LIMITS IN THOUSANDS $	
	EACH OCCURRENCE	AGGREGATE
☐ GENERAL		
☐ PRODUCTS/COMPLETED OPERATIONS		
☐ PERSONAL & ADVERTISING INJURY		
☐ FIRE DAMAGE		
☐ _____		
☐ _____		

CLAIMS: Underwriter's representative for claims pursuant to this insurance.
Name: _____
Address: _____
_____
Telephone: (___) _____

In consideration of the premium charged and notwithstanding any inconsistent statement in the policy to which this endorsement is attached or any endorsement now or hereafter attached thereto, insurance company agrees as follows:

1. **INSURED.** The City, its officers, agents, employees and volunteers are included as insureds with regard to liability and defense of suits arising from the operations, products and activities performed by or on behalf of the named insured.

2. **CONTRIBUTION NOT REQUIRED.** As respects: (a) work performed by the named insured for or on behalf of the City; or (b) products sold by the named insured to the City; or (c) premises leased by the named insured from the City, the insurance afforded by this policy shall be primary insurance as respects the City, its officers, agents, employees or volunteers; or stand in an unbroken chain of coverage excess of the named insured's scheduled underlying primary coverage. In either event, any other insurance maintained by the City, its officers, agents, employees or volunteers shall be in excess of this insurance and shall not contribute with it.

3. **SEVERABILITY OF INTEREST.** This insurance applies separately to each insured against whom claim is made or suit is brought except with respect to the company's limits of liability. The inclusion of any person or organization as an insured shall not affect any right which such person or organization would have as a claimant if not so included.

4. **CANCELLATION NOTICE.** With respect to the interests of the City, this insurance shall not be canceled, or materially reduced in coverage or limits except after thirty (30) days prior written notice by receipted delivery has been given to the City.

5. **PROVISIONS REGARDING THE INSURED'S DUTIES.** Any failure to comply with reporting provisions of the policy or breaches or violations of warranties shall not affect coverage provided to the City, its officers, agents, employees or volunteers.

6. **SCOPE OF COVERAGE.** This policy, if primary, affords coverage at least as broad as:
   a. Insurance Services Office Commercial General Liability Coverage, "occurrence" form CG 0001; or
   b. If excess, affords coverage which is at least as broad as the primary insurance form CG 0001.

Except as stated above nothing herein shall be held to waive, alter or extend any of the limits, conditions, agreements or exclusions of the policy to which this endorsement is attached.

ENDORSEMENT HOLDER

CITY OF OXNARD % Evident ID, Inc.
8520 Allison Pointe Blvd. Ste 223
PMB 5210
Indianapolis, Indiana 462500-4299 US

AUTHORIZED REPRESENTATIVE
☐ Broker/Agent ☐ Underwriter ☐ _____

I _____ (print/type name), warrant that I have authority to bind the above-mentioned insurance company and by my signature hereon do so bind this company to this endorsement.

Signature _____
(original signature required)

Telephone: (___) _____ Date Signed _____

AUTOMOBILE LIABILITY SPECIAL ENDORSEMENT
FOR THE CITY OF OXNARD (the "City")

SUBMIT IN DUPLICATE

ENDORSEMENT NO.	ISSUE DATE (MM/DD/YY)

PRODUCER

Telephone:

NAMED INSURED

POLICY INFORMATION:
Insurance Company:
Policy No.:
Policy Period: (from) (to)
LOSS ADJUSTMENT EXPENSE ☐ Included in Limits ☐ In Addition to Limits

☐ Deductible ☐ Self-Insured Retention (check which) of $ _____
with an Aggregate of $_____ applies to _____
coverage. ☐ Per Occurrence ☐ Per Claim (which)

APPLICABILITY. This insurance pertains to the operations, products and/or tenancy of the named insured under all written agreements and permits in force with the City unless checked here ☐ in which case only the following specific agreements and permits with the City are covered:

CITY AGREEMENTS/PERMITS

TYPE OF INSURANCE

☐ COMMERCIAL AUTO POLICY
☐ BUSINESS AUTO POLICY
☐ OTHER

OTHER PROVISIONS

LIMIT OF LIABILITY

$ _____ **per accident, for bodily injury and property damage.**

CLAIMS: Underwriter's representative for claims pursuant to this insurance.
Name: _____
Address: _____
_____
Telephone: (___) _____

In consideration of the premium charged and notwithstanding any inconsistent statement in the policy to which this endorsement is attached or any endorsement now or hereafter attached thereto, insurance company agrees as follows:

1. **INSURED.** The City, its officers, agents, volunteers and employees are included as insureds with regard to liability and defense of suits arising from the operations, products and activities performed by or on behalf of the named insured.

2. **CONTRIBUTION NOT REQUIRED.** As respects: (a) work performed by the named insured for or on behalf of the City; or (b) products sold by the named insured to the City; or (c) premises leased by the named insured from the City, the insurance afforded by this policy shall be primary insurance as respects the City, its officers, agents, employees or volunteers; or stand in an unbroken chain of coverage excess of the named insured's scheduled underlying primary coverage. In either event, any other insurance maintained by the City, its officers, agents, employees or volunteers shall be in excess of this insurance and shall not contribute with it.

3. **SEVERABILITY OF INTEREST.** This insurance applies separately to each insured against whom claim is made or suit is brought except with respect to the company's limits of liability. The inclusion of any person or organization as an insured shall not affect any right which such person or organization would have as a claimant if not so included.

4. **CANCELLATION NOTICE.** With respect to the interests of the City, this insurance shall not be canceled, or materially reduced in coverage or limits except after thirty (30) days prior written notice by receipted delivery has been given to the City.

5. **PROVISIONS REGARDING THE INSURED'S DUTIES.** Any failure to comply with reporting provisions of the policy or breaches or violations of warranties shall not affect coverage provided to the City, its officers, agents, employees or volunteers.

6. **SCOPE OF COVERAGE.** This policy, if primary, affords coverage at least as broad as:
   a. Insurance Services Office Automobile Liability Coverage, "occurrence" form CA0001, code ("any auto"); or
   b. If excess, affords coverage which is at least as broad as the primary insurance form referenced in the preceding section (1).

Except as stated above nothing herein shall be held to waive, alter or extend any of the limits, conditions, agreements or exclusions of the policy to which this endorsement is attached.

ENDORSEMENT HOLDER

CITY OF OXNARD % Evident ID, Inc.
8520 Allison Pointe Blvd. Ste 223
PMB 5210
Indianapolis, Indiana 462500-4299 US

AUTHORIZED REPRESENTATIVE

☐ Broker/Agent ☐ Underwriter ☐ _____

I _____ (print/type name), warrant that I have authority to bind the above-mentioned insurance company and by my signature hereon do so bind this company to this endorsement.

Signature _____
(original signature required)

Telephone: (___) _____ Date Signed _____

OSD BOARD AGENDA ITEM

Name of Contributor: Valerie Mitchell, MPPA **Date of Meeting:** August 21, 2024

Agenda Section: Section F: Board Policies, First Reading

First Reading - E 9270 Conflict of Interest (Mitchell)

A revision has been made to the district's E 9270 Conflict of Interest policy to remove a designated position title. The deleted language is marked with a strikethrough. The revised policy will be presented for a second reading and adoption at the September 4, 2024 Board meeting. These changes will be forwarded to the County Clerk of the Board's office after the revised policy is adopted.

FISCAL IMPACT:
N/A

RECOMMENDATION:
It is the recommendation of the Assistant Superintendent, Business and Fiscal Services that the Board of Trustees review the revision to E 9270 Conflict of Interest for first reading, as presented. The revised policy will be presented for second reading and adoption at the September 4, 2024 Board meeting.

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 Member	5	3	COB
Personnel Commission Member	3	1	OSD
District Superintendent	1	3	OSD
Assistant Superintendent	3	1	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, Special Education	1	2	OSD
Director, Teaching and Learning	1	2	OSD
Director, Transportation	1	2	OSD
Principal	20	2	OSD
Consultant	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 21, 2024

Agenda Section: Section G: Conclusion

Superintendent's Report (3 minutes)

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

FISCAL IMPACT:
N/A

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

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: Dr. Anabolena DeGenna **Date of Meeting:** August 21, 2024

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

Anabolena DeGenna, Ed. D.
District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, August 16, 2024.

FISCAL IMPACT:
N/A

RECOMMENDATION:
N/A