

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Veronica Robles-Solis, President
Brian Melanephy, Clerk
Monica Madrigal Lopez, Member
Rose Gonzales, Member
Cynthia Salas, Member

ADMINISTRATION

Anabolena DeGenna, Ed.D.
Superintendent
Vacant
Assistant Superintendent,
Business & Fiscal Services
Aracely Fox, Ed.D.
Assistant Superintendent,
Educational Services
Scott Carroll, Ed.D.
Acting Assistant Superintendent,
Human Resources

AGENDA **REGULAR BOARD MEETING** **Wednesday, January 15, 2025**

5:00 PM - Open Meeting
5:30 PM - Study Session
7:00 PM - Return to Regular Board Meeting

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

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

Watch the meeting live: osdtv.oxnardsd.org

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

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

January 15, 2025

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:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, Robles-Solis ____

A.2. Pledge of Allegiance to the Flag

Diana Perez, Principal, Rose Avenue School, will introduce Sebastian Gaeta, 3rd grade student in Ms. Moran's class at Rose Avenue, who will lead the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

The District's Mission and Vision Statement will be read in English by Adrian Wayiera, 5th grade student in Ms. Hwan's class at Rose Avenue, and in Spanish by Samarah Torres, 5th grade student in Ms. Hwan's class at Rose Avenue and Crystal Martinez, 4th grade student in Ms. Medrano's class at Rose Avenue. The Rose Avenue School Mission and Vision will be read by Mishak Havugimana, 4th grade student in Ms. Medrano's class at Rose Avenue.

A.4. Presentation by Rose Avenue School

Diana Perez, Principal, Rose Avenue School, will provide a short presentation to the Board regarding Rose Avenue. 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:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, Robles-Solis ____

A.6. Introduction of Newly Appointed Oxnard School District Administrator (DeGenna)

Introduction of newly appointed Oxnard School District administrator:

- Alina Silvestre, Assistant Principal at Elm, McAuliffe and McKinna

A.7. Recognition of Driscoll's Partnership with Oxnard School District (Fox/Ruvalcaba)

It is the recommendation of the Assistant Superintendent of Educational Services, and the Manager of Equity, Family, and Community Engagement, that the Board of Trustees recognize Driscoll's partnership with Oxnard School District.

A.8. Study Session - Report Outlining the Support System and Resources Available to TK Teachers (Fox)

The Educational Services Department will present a report outlining the support system and resources available to TK teachers.

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

A.9. 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.10. 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
- S.T. v. Oxnard SD, et al., 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

A.11. Reconvene to Open Session (7:00 PM)

A.12. 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.13. Presentation of the Fremont Academy Reconstruction Project (Hubbard/CFW)

The Board will receive an architectural design "fly through" presentation of the Fremont Middle School Reconstruction Project.

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

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

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:

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

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

C.1. Approval of the 2024-25 Quarterly Report on Williams Uniform Complaints, Second Quarter (Carroll)

It is the recommendation of the Acting Assistant Superintendent, Human Resources that the Board of Trustees approve the 2024-25 Quarterly Report on Williams Uniform Complaints, Second Quarter, as presented.

C.2. Personnel Actions (Carroll/Fuentes)

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

C.3. Approval of School Accountability Report Cards (Fox/Thomas)

It is the recommendation of the Assistant Superintendent, Educational Services and the Director of School Performance and Student Outcomes that the Board of Trustees approve the School Accountability Report Cards (SARCs), as presented.

C.4. Approval and Adoption of the December 2024 Semi-Annual Implementation Program Update as an Adjustment to the Enhanced Master Construct Program (Hubbard/CFW)

It is the recommendation of the Chief Information Officer, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees accept and adopt the December 2024 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program, and that the Board of Trustees direct staff and CFW to proceed with the adjustments to the Program for immediate implementation.

C.5. Purchase Order/Draft Payment Report #24-06 (Núñez/Reyes)

It is the recommendation of the Director of Fiscal Services and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #24-06, as submitted.

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

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

C.6. Approval of Amendment #002 for Agreement #23-100 for Inspector of Record Services with Kenco Construction Services, Inc., for New PS/TK facilities at Drifill Elementary School (Hubbard/CFW)

It is the recommendation of the Chief Information Officer, in conjunction with CFW, that the Board of Trustees approve Amendment #002 to Agreement #23-100 with Kenco Construction Services, Inc., to extend the agreement to ensure the Inspector of Record Services continue for the remainder of the project due to an unforeseen construction project duration extension, in the amount of \$36,960.00, to be paid out of Master Construct and Implementation Funds.

C.7. Approval of Amendment #1 to Agreement #24-32 – Acceleration Behavioral Therapies (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Amendment #1 to Agreement #24-32 with Acceleration Behavioral Therapies, to continue supporting Special Education students with Applied Behavioral Therapy and related services through the 2024-2025 fiscal year, in the amount not to exceed \$1,500,000.00, to be paid out of Special Education Funds.

C.8. Approval of Agreement #24-183 – FEV Tutors, Inc. (Fox/Shea)

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-183 with FEV Tutor, Inc., to provide virtual Math/ELA Enrichment tutoring for 100 students, February 1, 2025 through May 31, 2025, in the amount not to exceed \$151,000.00, to be paid out of Expanded Learning Opportunities Program Funds.

C.9. Approval of Agreement #24-184 – Insight Neuropsychology (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Agreement #24-184 with Insight Neuropsychology, to provide psychoeducational assessment services to students in the Special Education Department at the Oxnard School District on an as-needed basis, January 16, 2025 through June 30, 2025, in the amount not to exceed \$30,000.00, to be paid out of Special Education Funds.

C.10. Approval of Overnight Field Trip and Agreement #24-185 – United Boys & Girls Clubs of Santa Barbara County - Camp Whittier – Soria School (Fox/Kemp)

It is the recommendation of the Principal, Soria School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Overnight Field Trip for 100 6th grade students from Juan Soria School and Agreement #24-185 with United Boys & Girls Clubs of Santa Barbara County-Camp Whittier, January 16-18, 2025, in the amount not to exceed \$35,000.00, to be paid by Donation Funds.

C.11. Approval of Agreement #24-186 – Leadership Associates, LLC (Carroll)

It is the recommendation of the Acting Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-186 with Leadership Associates, LLC, to provide up to four (4) days of executive advising services to the Assistant Superintendent, Educational Services, January 16, 2025 through June 30, 2025, in the amount not to exceed \$9,000.00, to be paid out of the General Fund.

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

C.12. Approval of Agreement #24-187 for Geotechnical Investigation Services with Universal Engineering Sciences UES for the Lemonwood Elementary School Changing Room Project (Hubbard/CFW)

It is the recommendation of the Chief Information Officer, in consultation with CFW, that the Board of Trustees approve Agreement #24-187 with Universal Engineering Sciences (UES), to select UES as the Geotechnical Engineer of Record for the Lemonwood Elementary School Changing Room Project and approve a corresponding agreement, in the amount of \$14,000.00, to be paid out of Enhanced Master Construct Program Funds.

C.13. Approval of Agreement #24-188 for Geotechnical Investigation Services with Universal Engineering Sciences UES for the Marshall Elementary School Changing Room Project (Hubbard/CFW)

It is the recommendation of the Chief Information Officer, in consultation with CFW, that the Board of Trustees approve Agreement #24-188 with Universal Engineering Sciences (UES), to select UES as the Geotechnical Engineer of Record for the Marshall Elementary School Changing Room Project and approve a corresponding agreement, in the amount of \$14,000.00, to be paid out of Enhanced Master Construct Program Funds.

C.14. Approval of Agreement #24-189 – Thiel College (Carroll)

It is the recommendation of the Acting Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-189 with Thiel College, for Oxnard School District to offer supervised internship opportunities to students enrolled in the Thiel College Master of Science in Speech Pathology program, January 16, 2025 to June 30, 2028, at no cost to Oxnard School District.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.15. Ratification of Amendment #1 to Agreement #23-246 - Ventura County Office of Education/SELPA (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Amendment #1 to Agreement #23-246 with Ventura County Office of Education/SELPA, for providing Instructional Teaching at home through the end of the 2023-2024 fiscal year, in the amount of \$6,702.91, to be paid out of Special Education Funds.

Section D: ACTION ITEMS

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

D.1. Approval of Speech Language Pathologist Permit Waiver for Nohelia Caceres to Serve as a Speech Therapist at Harrington School for the 2024-2025 School Year (Carroll)

It is the recommendation of the Acting Assistant Superintendent of Human Resources that the Board of Trustees approve the Speech Language Pathologist Permit Waiver for Nohelia Caceres to Serve as a Speech Therapist at Harrington School for the 2024-2025 School Year, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

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

ROLL CALL VOTE:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, Robles-Solis ____

D.2. Approval of School-Level Parent and Family Engagement Policies for 2024-2025 School Year - 20 Schools (Fox/Ruvalcaba)

It is the recommendation of the Assistant Superintendent of Educational Services and the Manager of Equity, Family, and Community Engagement that the Board of Trustees approve the School-Level Parent and Family Engagement Policies for the 2024-2025 School Year, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, Robles-Solis ____

Section F: BOARD POLICIES

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

F.1. Second Reading and Adoption - BP/AR 5145.13 Response to Immigration Enforcement (DeGenna)

It is the recommendation of the Superintendent that the Board of Trustees adopt the new BP/AR 5145.13 Response to Immigration Enforcement, as presented at Second Reading.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, Robles-Solis ____

Section G: CONCLUSION

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

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

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

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

G.3. ADJOURNMENT

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

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, 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, January 10, 2025.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section A: Preliminary

Introduction of Newly Appointed Oxnard School District Administrator (DeGenna)

Introduction of newly appointed Oxnard School District administrator:

- Alina Silvestre, Assistant Principal at Elm, McAuliffe and McKinna

FISCAL IMPACT:

Information only.

RECOMMENDATION:

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section A: Preliminary

Recognition of Driscoll's Partnership with Oxnard School District (Fox/Ruvalcaba)

The Assistant Superintendent of Educational Services, Dr. Aracely Fox, and the Manager of Equity, Family, and Community Engagement, Teresa Ruvalcaba, request board approval to recognize Driscoll's partnership with the Oxnard School District for the last six years. Oxnard School District recognizes Driscoll's generous donations and participation in the Winter Basket Giveaway event to support families in financial need.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of Dr. Aracely Fox, Assistant Superintendent of Educational Services, and Teresa Ruvalcaba, Manager of Equity, Family, and Community Engagement that the Board of Trustees recognize Driscoll's partnership with the Oxnard School District and present them with a plaque.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section A: Study Session

Study Session - Report Outlining the Support System and Resources Available to TK Teachers (Fox)

The Educational Services Department will present a report outlining the support system and resources available to TK teachers. California's vision for Transitional Kindergarten (TK) learning emphasizes providing a developmentally appropriate, inclusive, and play-based environment that nurtures children's social-emotional, cognitive, and physical growth. To achieve this vision, the Educational Services Department prioritizes professional development that equips TK teachers with the skills and knowledge needed to implement intentional teaching practices, address diverse developmental needs, and create equitable, high-quality learning experiences for all students.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Informational

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

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: January 15, 2025

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
 - S.T. v. Oxnard SD, et al., 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

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

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: January 15, 2025

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: January 15, 2025

Agenda Section: Section A: Presentation

Presentation of the Fremont Academy Reconstruction Project (Hubbard/CFW)

The Board will be presented with the Architectural design "fly through" presentation of the Fremont Middle School Reconstruction Project.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Informational.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section B: Hearing

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

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

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

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: January 15, 2025

Agenda Section: Section C: Consent Agenda

Approval of the 2024-25 Quarterly Report on Williams Uniform Complaints, Second Quarter (Carroll)

The Williams Settlement (AB 2727) requires a quarterly report to the Governing Board regarding the amount and type of complaints made to the school district in the following areas: Textbooks and Instructional Materials, Teacher Vacancy or Misassignment, and Facility Conditions.

As indicated on the attached Quarterly Report on Williams Uniform Complaints to the Ventura County Office of Education, no complaints were filed with any school in the district during the quarter indicated above.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Acting Assistant Superintendent, Human Resources that the Board of Trustees approve the 2024-25 Quarterly Report on Williams Uniform Complaints, second quarter, as presented.

ADDITIONAL MATERIALS:

Attached: [2nd Quarter Report on Williams Uniform Complaints 2024-25 \(one page\)](#)

Quarterly Report on Williams Uniform Complaints
[Education Code Section 35186]
Fiscal Year 2024-25



VENTURA COUNTY
OFFICE OF EDUCATION
 Dr. César Morales, County Superintendent of Schools

District: _____

Person completing this form: _____

Title: _____

Quarterly Report Submission Date:
 (please check one)

- October 31, 2024 (7/1 to 9/30)
- January 31, 2025 (10/1 to 12/31)
- April 30, 2025 (1/1 to 3/31)
- July 31, 2025 (4/1 to 6/30)

Date information will be reported publicly at governing board meeting: _____

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL:			

 Print Name of District Superintendent

 Signature of District Superintendent

 Date

Please submit to skrone@vcoe.org

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: January 15, 2025

Agenda Section: Section C: Consent Agenda

Personnel Actions (Carroll/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 Acting Assistant Superintendent of Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

ADDITIONAL MATERIALS:

Attached: [Classified Personnel Actions 1 15 2025 \(one page\)](#)

[Certificated Personnel Actions 01 15 2025 \(one page\)](#)

New Hires

Alvarado, Alvaro	Custodian, 5 hrs./246 days	12/02/2024
Cervantes, Yanileysi	Office Assistant II, 8 hrs./203 days	12/16/2024
Chavarria, Juan R	Custodian, 6 hrs./246 days	12/16/2024
Montano, Sergio	Campus Assistant, 5.75 hrs./180 days	12/09/2024
Nunez, Daniel M	Music Instructor, 8 hrs./183 days	12/16/2024
Pablo, Adolfo A	Custodian, 5 hrs./246 days	12/16/2024
Rivera, Hugo	After School Program Site Coordinator, 8 hrs./246 days	12/02/2024
Sordilla, Dino	Music Instructor, 8 hrs./183 days	12/03/2024
Soto, Noah J	Paraeducator – Special Education, 5.75 hrs./183 days	12/12/2024
Valdivia, Emilie A	Campus Assistant, 5.75 hrs./180 days	12/11/2024

Limited Term/Substitutes

Bravo, Emily A	Paraeducator (Substitute)	12/02/2024
Contreras, Luis	Campus Assistant (Substitute)	12/13/2024
Contreras, Luis	Custodian (Substitute)	12/13/2024
Garcia, Jonathan L	Campus Assistant (Substitute)	12/11/2024
Gonzalez, Valeria	Health Assistant (Substitute)	11/07/2024
Larios, Jassmine	Clerical (Substitute)	12/16/2024
Lopez, Giselle	Paraeducator (Substitute)	12/03/2024
Quddus, Bilal A	Paraeducator (Substitute)	12/02/2024

Transfers

Larios, Maria	Child Nutrition Worker, 5.5 hrs./185 days	01/13/2025
Marin, Maria	Transportation Driver, 8 hrs./183 days	12/02/2024
Reyes Ordaz, Samy K	Technology Services Technician, 8 hrs./246 days	12/04/2024

Leaves of Absence

Hernandez Cedillo, Yesenia B	Outreach Specialist, 8 hrs./180 days	12/06/2024
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Probation Release

12590	Paraeducator – Special Education, 5.75 hrs./183 days	12/12/2024
13027	Custodian, 6 hrs./246 days	12/02/2024

Resignations

Alfaro, Noelia V	Campus Assistant, 5.75 hrs./180 days	12/09/2024
Perez, Elizabeth	After School Program Site Coordinator, 8 hrs./246 days	12/20/2024

Retirements

Holguin, Michael V	Irrigation Specialist, 8 hrs./246 days	01/31/2025
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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

Mora Solorio, Tonantzin	Special Education Teacher	2024/2025 School Year
Stockton, Amelia	Intervention Service Provider	2024/2025 School Year
Aguilar, Maria Rosario	Substitute Teacher	2024/2025 School Year
Aguilera, Andrea	Substitute Teacher	2024/2025 School Year
Aragon, Jessica	Substitute Teacher	2024/2025 School Year
Carter, Joanna	Substitute Teacher	2024/2025 School Year
Contreras, Daniela	Substitute Teacher	2024/2025 School Year
Contreras, Emilia	Substitute Teacher	2024/2025 School Year
Corona, Tania	Substitute Teacher	2024/2025 School Year
Gallagher, Liam	Substitute Teacher	2024/2025 School Year
Henkel, Laine	Substitute Teacher	2024/2025 School Year
Jackson, Elizabeth	Substitute Teacher	2024/2025 School Year
Montejano, Cruz	Substitute Teacher	2024/2025 School Year
Olivares, Wendy Paloma	Substitute Teacher	2024/2025 School Year
Olson, Derek	Substitute Teacher	2024/2025 School Year
Rodriguez Arcos, Sandra	Substitute Teacher	2024/2025 School Year
Van Hoven, Ana	Substitute Teacher	2024/2025 School Year

Promotions

Nelson, Kayla	Manager, Special Education	January 6, 2025
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Resignations

Sutherland, Rachel	Teacher on Special Assignment	January 17, 2025
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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section C: Consent Agenda

Approval of School Accountability Report Cards (Fox/Thomas)

It is a requirement of the California Department of Education (CDE) that annual School Accountability Report Cards (SARCs) be approved by the Local School Board and submitted to the CDE by February 1st of each year.

The purpose of the report card is to provide parents and the community with important information about each school. The content of the SARC is provided by School Principals, district departments and the California Department of Education (CDE).

Information about the most current SARCs was provided in a transmittal to the Board of Trustees on Friday, January 10, 2025.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of Dr. Aracely Fox, Assistant Superintendent, Educational Services and Anna Thomas, Director of School Performance and Student Outcomes that the Board of Trustees approve the School Accountability Report Cards (SARCs).

ADDITIONAL MATERIALS:

Attached: [Brekke_2024_SARC_Eng. \(20 pgs\).pdf](#)
[Chavez_2024_SARC_Eng \(20 pgs\).pdf](#)
[Curren_2024_SARC_Eng \(22 pgs\).pdf](#)
[Driffill_2024_SARC_Eng \(20 pgs\).pdf](#)
[Elm_Street_2024_SARC_Eng \(20 pgs\).pdf](#)
[Frank_Academy_2024_SARC_Eng \(19 pgs\).pdf](#)
[Fremont_Academy_2024_SARC_Eng \(19 pgs\).pdf](#)
[Harrington_2024_SARC_Eng \(19 pgs\).pdf](#)
[Kamala_2024-SARC-Eng \(19 pgs\).pdf](#)
[Lemonwood_2024_SARC_Eng \(20 pgs\).pdf](#)
[Lopez_Academy_2024_SARC_Eng \(19 pgs\).pdf](#)
[Marina_West_2024_SARC_Eng \(20 pgs\).pdf](#)
[Marshall_2024_SARC_Eng \(20 pgs\).pdf](#)
[McAuliffe_2024_SARC_Eng \(20 pgs\).pdf](#)

McKinna_2024_SARC_Eng (20 pgs).pdf
Ramona_2024_SARC_Eng (20 pgs).pdf
Ritchen_2024_SARC_Eng (20 pgs).pdf
Rose_Avenue_2024_SARC_Eng (20 pgs).pdf
Sierra_Linda_2024_SARC_Eng (21 pgs).pdf
Soria_2024_SARC_Eng (20 pgs).pdf

Norman R. Brekke Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Norman R. Brekke Elementary School
Street	1400 Martin Luther King Jr. Drive
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1521
Principal	Cheri Scripser
Email Address	cscripser@oxnardsd.org
School Website	https://www.oxnardsd.org/brekke
Grade Span	K-5
County-District-School (CDS) Code	56725386114029

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Mission Statement:
To insure all students learn at Brekke.

Vision Statement:
To be an exemplary school.

Brekke's vision statement is a reflection of our belief in, "Students first, all the time." At Brekke, we believe that all students can

2024-25 School Description and Mission Statement

achieve at high levels and exemplify the traits in our OSD Student Profile. We believe that maintaining high expectations, nourishing a growth mindset and creating lifelong learners are essential keys to delivering an exceptional educational experience. California's Department of Education states that "Best, First Instruction" is imperative for student achievement. At Brekke, we prioritize using grade-level Common Core State Standards, research-based best practice pedagogies and programs, insightful data sets and high levels of student engagement to help foster a deep and inclusive sense of community and excellence. At Brekke, we teach each other how to dream big and work hard.

We know that highly qualified and deeply committed teachers and support staff are intrinsic to our success and many of us have been at Brekke for over two decades. We also know that frequent data-driven collaborations and a distributive leadership model can help us maximize learning for both students and adults. We regularly use meaningful data-sets and student-centered conversations to determine how to most effectively create growth opportunities for all students. For example, on Tuesday afternoons, all teachers meet to evaluate learning outcomes and identify growth opportunities and best practice instructional strategies across grade levels. On Wednesdays, we meet again as grade levels to plan the implementation of rigorous research-based whole group and small group instruction.

At Brekke, we also utilize adaptive school-wide online platforms like Accelerated Reader, Lexia, ST Math, and Zearn to help us deepen skill sets, promote student agency and foster high levels of achievement. Our smart tech tools are supported by a comprehensive Multi-Tiered System of Supports framework. Our layers of support include strong Tier 1 "Best, First Instruction," targeted in class small group support and differentiation, an ISP and an LLI teacher, progress monitoring meetings, SSTs, and referrals to special education as needed. All decision-making is data-driven and collaborative. We use SMART goals and reliable pre- and post- tests such as Star Custom, CBMs, and our Wonders Reading Fluency assessments to measure progress. Tier 1 and Tier 2 groups are fluid and designed to promote proficiency in targeted skill sets. Brekke is also committed to increasing English language proficiency throughout our student population and we provide daily designated ELD using the CCSS ELD/ELA standards. Extended learning opportunities for English Learners are available throughout the year and focus on increasing rigor and access across the four domains of language (listening, speaking, reading and writing).

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 to provides social-emotional supports for classrooms, groups and individuals. The Dolphin Cove includes sensory and calming stations, a reading corner, a journaling station, a stretching and grounding center and STEAM activities. We also use this space for our drumming circles to help support mindfulness, problem-solving and community building. We reinforce our school-wide Tier 1 PBIS (Positive Behavioral Interventions & Supports) and SEL (Social Emotional Learning) supports with classroom-based SEL lessons and activities.

As a staff, we are committed to being an exemplary school that supports resilient life-long learners and a world-class education. We strive to promote a school culture anchored in our core OSD values of Equity, Integrity, Accountability and Service. We value the partnership we have between staff, students and parents/guardians and encourage all family members to take a positive and active part in our children's learning. We know that together we are more and that everyone deserves a high quality education.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	72
Grade 2	97
Grade 3	73
Grade 4	100
Grade 5	104
Total Enrollment	588

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
American Indian or Alaska Native	0.2
Asian	6.8
Black or African American	1.7
Filipino	4.8
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.4
White	4.6
English Learners	25.7
Foster Youth	0.5
Homeless	6.8
Migrant	0.2
Socioeconomically Disadvantaged	72.8
Students with Disabilities	19.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.10	96.31	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.69	39.00	5.40	18854.30	6.86
Total Teaching Positions	27.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	98.21	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	0.50	1.79	38.90	5.39	15831.90	5.67
Total Teaching Positions	28.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	96.68	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.32	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	38.30	5.28	14303.80	5.15
Total Teaching Positions	30.10	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Brekke School, originally constructed in 1997, is currently comprised of 42 classrooms, a cafeteria, a library, a computer lab, a staff lounge, one psychologist room, one speech room, two special education RSP rooms, and three playgrounds. The most recent inspections resulted in a “Good” to “Exemplary” rating in all areas.

Year and month of the most recent FIT report

7/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			KITCHEN: Floors need repair / replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MULTIPURPOSE: Replace blinds on door.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	53	29	30	46	47
Mathematics (grades 3-8 and 11)	45	37	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	278	99.64	0.36	52.88
Female	151	151	100.00	0.00	53.64
Male	128	127	99.22	0.78	51.97
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	218	217	99.54	0.46	47.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	13	13	100.00	0.00	84.62
English Learners	52	52	100.00	0.00	34.62
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	52.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	205	99.51	0.49	47.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	67	98.53	1.47	29.85

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	279	278	99.64	0.36	37.41
Female	151	151	100.00	0.00	33.11
Male	128	127	99.22	0.78	42.52
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	218	217	99.54	0.46	31.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	13	13	100.00	0.00	69.23
English Learners	52	52	100.00	0.00	32.69
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	21.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	205	99.51	0.49	30.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	67	98.53	1.47	20.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.28	28.72	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	102	98.08	1.92	29.41
Female	56	56	100.00	0.00	30.36
Male	48	46	95.83	4.17	28.26
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	74	97.37	2.63	22.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	25.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	19.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	97%	98%	97%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Brekke, we believe in forming strong partnerships with families and our community. We know that we learn best when we work together. We host many opportunities throughout the year that are designed to help us create and foster family engagement. Examples include family nights that focus on technology use, literacy, science and math, Coffee with the Principal, Back to School night, parent-teacher conferences and Open House. We also promote school-wide incentives such as our Dolphin Pride assemblies throughout the year to recognize and celebrate students and their families.

In addition, for students and families in need of targeted academic and socio-emotional support, we use progress monitoring, SST and IEP meetings to identify needs and add layers of support as needed.

At Brekke, we encourage families to become active members of our English Learner Advisory Committee, School Site Council and PTA. We also promote fun PTA community-building activities such as dinner nights, skating, trunk or treat and movie nights. Our PTA conducts fundraising opportunities throughout the school year to help us promote and fund a positive and engaging culture at Brekke.

All opportunities for parental involvement can be found on our school website (<https://www.oxnardsd.org/Domain/47>) and/or information can be obtained by calling the school office at (805) 385-1521.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	609	175	28.7
Female	329	324	87	26.9
Male	293	285	88	30.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	4	10.0
Black or African American	--	--	--	--
Filipino	29	29	4	13.8
Hispanic or Latino	491	479	155	32.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	2	9.5
White	28	27	5	18.5
English Learners	169	163	39	23.9
Foster Youth	--	--	--	--
Homeless	52	50	14	28.0
Socioeconomically Disadvantaged	467	455	152	33.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	127	51	40.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.69	0.48	0.00	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is our top priority at Brekke School. We have a closed campus and all visitors to the campus must sign in at the office and wear a visitor's pass. Family members who volunteer regularly at Brekke are fingerprinted and undergo a screening process at the district's expense. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among campus assistants, teachers, and school administration.

To safeguard the well-being of students and staff at Brekke School, a comprehensive School Site Safety Plan has been developed by our Safety Committee. The Safety Plan is reviewed with staff members between November and January and adopted in February of each school year. Key elements of the Safety Plan include our visitor policy, playground supervision, traffic patterns, disaster drills, emergency materials, and evacuation procedures.

Our school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lock down drills are held quarterly.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	24		3	
2	23		4	
3	21	1	3	
4	31		3	
5	32		3	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	5	
1	23		4	
2	18	1	3	
3	23		4	
4	25	1	3	
5	28	1	3	
Other	12	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	23		3	
2	24		4	
3	23		3	
4	28	1	3	
5	22	2	3	
Other	12	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	588

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4119.42	73.86	4075.56	106054.81
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	1.0	5.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-90.2	9.6

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Cesar E. Chavez TK-8 School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Cesar E. Chavez TK-8 School
Street	301 North Marquita Street
City, State, Zip	Oxnard, CA 93030-3792
Phone Number	(805) 385-1524
Principal	Bertha M. Anguiano
Email Address	banguiano@oxnardsd.org
School Website	www.oxnardsd.org/chavez
Grade Span	K-8
County-District-School (CDS) Code	56725386055321

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Cesar E. Chavez Academy of Literacy, Communication Arts, and Technology (CALCAT) serves students from TK to 8th grade. Guided by our school vision, “Where students soar to their full potential,” and mission, “Support Resilient and Independent Learners through Rigorous and Engaging Experiences utilizing Technology through Literacy and Communication Arts (CALCAT) to prepare them for an ever-changing world,” we are dedicated to nurturing successful students who embody the OSD Student Profile. Our school emphasizes high-quality first instruction and writing across all grade levels through two programs: a research-based Dual Language Instruction (DLI) program and a Structured English Immersion (SEI) program. Middle school students can explore electives such as AVID, Environmental Science, and Journalism. Students are supported

2024-25 School Description and Mission Statement

through Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Support (MTSS).

Aligned with our Biliteracy Vision to “provide students the opportunity to become biliterate, bilingual, and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens,” Chavez offers a full Biliteracy program from TK to 6th grade and Spanish Literature electives in 7th and 8th grades. These programs use research-based Biliteracy Unit Frameworks (BUFs), with teachers supported through collaboration, planning, and training.

Our district's strategic plan, Oxnard Empowers, supports our collective efforts with a focus on cultivating confident, empowered multilingual global citizens. Our Vision to Ignite, Transform, Nurture, and Embrace guides the district's five strategic goals: Academic Achievement, Safe Learning Environments, Guidance and Support, Family/Community Alliances, and Transformational Leadership. Chavez aligns its school goals with these priorities, fostering professional learning communities (PLCs) and collaboration among teams to ensure high-quality instruction and data-driven decision-making.

To enhance student learning, we implement a Guaranteed Viable Curriculum (GVC) and offer targeted interventions during Universal Access and MTSS times periods. Paraeducators provide additional small-group support. This year, we are partnering with Orenda Education to strengthen teaching strategies, refine PLCs, and fully implement observation-and-feedback cycles.

Chavez School operates under a distributed leadership model, focusing on academic achievement, behavior management (PBIS), and community involvement. Our PBIS program fosters a positive and safe school culture using CHAMPS strategies and SOAR guidelines:

Safe
Organized
Accountable
Respectful

We actively engage families and the community through parent workshops and educational partnerships, preparing students for success in an ever-changing world. Communication is enhanced through our website, Parent Square, and social media.

Chavez School is committed to providing every student with rigorous, engaging, and supportive experiences that empower them to succeed academically, socially, and globally.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	69
Grade 2	72
Grade 3	67
Grade 4	95
Grade 5	80
Grade 6	102
Grade 7	102
Grade 8	104
Total Enrollment	777

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	49.9
Black or African American	0.3
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.1
White	1.2
English Learners	65.8
Foster Youth	0.1
Homeless	30.2
Migrant	2.2
Socioeconomically Disadvantaged	96.9
Students with Disabilities	12.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.40	94.45	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.26	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.60	4.26	39.00	5.40	18854.30	6.86
Total Teaching Positions	39.60	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.90	87.51	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.57	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.12	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	2.88	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	3.00	6.88	38.90	5.39	15831.90	5.67
Total Teaching Positions	44.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.80	86.50	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	5.33	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	5.65	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	1.10	2.52	38.30	5.28	14303.80	5.15
Total Teaching Positions	43.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.50	1
Misassignments	0.00	0.00	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.50	2.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	0.00	1.20	1.9
Total Out-of-Field Teachers	0.00	1.20	2.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	0	5.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Cesar Chavez two-story building was constructed in 2005 and is currently comprised of 34 classrooms, a library, a staff lounge, one computer lab, and a playground. The Family Resource Center is located on campus as is a cafeteria constructed in 1951 when a previous school on the same site first opened. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	25	29	30	46	47
Mathematics (grades 3-8 and 11)	14	16	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	557	551	98.92	1.08	25.05
Female	279	277	99.28	0.72	27.44
Male	277	273	98.56	1.44	22.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	545	539	98.90	1.10	25.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	263	260	98.86	1.14	8.85
Foster Youth	0	0	0	0	0
Homeless	175	171	97.71	2.29	19.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	539	533	98.89	1.11	24.77
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	75	75	100.00	0.00	4.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	557	551	98.92	1.08	15.61
Female	279	277	99.28	0.72	11.91
Male	277	273	98.56	1.44	19.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	545	539	98.90	1.10	15.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	263	260	98.86	1.14	9.62
Foster Youth	0	0	0	0	0
Homeless	175	171	97.71	2.29	16.37
Military	0	0	0	0	0
Socioeconomically Disadvantaged	539	533	98.89	1.11	15.38
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	75	75	100.00	0.00	5.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.55	12.90	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	186	100.00	0.00	12.90
Female	100	100	100.00	0.00	9.00
Male	86	86	100.00	0.00	17.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	184	184	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	68	68	100.00	0.00	1.47
Foster Youth	0	0	0	0	0
Homeless	53	53	100.00	0.00	9.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	177	100.00	0.00	12.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	97%
Grade 7	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Chavez School is deeply committed to communicate all school information to all stakeholders on a regular basis through committees, meetings, school informational news via flyers, posting signs on school gates, Parent Square, Facebook, and the school's website.

Parent and community involvement is essential to nurturing student success at Chavez School. We actively invite and value input through a collaboratively developed school/parent/community involvement policy. Families are informed and engaged through multiple avenues, including meetings and committees, such as School Site Council, English Learner Advisory Committee, Title 1 Meetings, and "Coffee with the Principal," where they receive information and provide feedback on critical decisions.

To keep families connected, we update our website and social media accounts (Instagram and Facebook) regularly. Monthly and as-needed communications, including calendars and flyers, are shared via these platforms and Parent Square. Teachers maintain communication through phone calls, conferences, progress reports, and behavior updates.

We offer parent workshops on topics like parenting skills, ESL, technology, curriculum, and assessments to empower families to support learning at home. For 8th-grade families, transition meetings ease the move to high school. Our Outreach Consultant and School Counselors connect families with services to address social-emotional needs, while partnerships with local businesses and colleges bring additional resources to support our school community.

With strong PTA support, Chavez hosts activities like Literacy and Math Family Nights to engage families in learning and understanding Common Core State Standards. Celebratory events, including trimester Eagles Awards Assemblies, recognize student achievements and motivate academic success. Parent/Teacher Conferences provide opportunities to review student progress, set goals, and identify strategies for improvement. For students requiring additional support, families may participate in Student Success Team meetings to address academic, social, emotional, or behavioral needs.

Chavez School is committed to clear and consistent communication with all stakeholders through meetings, committees, flyers, gate postings, Parent Square, and the school's website. Together, we create a supportive, informed community dedicated to student success.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	836	814	173	21.3
Female	414	402	87	21.6
Male	421	411	86	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	823	801	169	21.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	554	539	104	19.3
Foster Youth	--	--	--	--
Homeless	267	256	48	18.8
Socioeconomically Disadvantaged	810	790	166	21.0
Students Receiving Migrant Education Services	29	28	7	25.0
Students with Disabilities	120	117	36	30.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.07	3.53	2.99	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.99	0.00
Female	2.42	0.00
Male	3.56	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.53	0.00
Foster Youth	0.00	0.00
Homeless	4.49	0.00
Socioeconomically Disadvantaged	2.84	0.00
Students Receiving Migrant Education Services	13.79	0.00
Students with Disabilities	2.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Chavez School, the safety of students and staff is a top priority. A comprehensive School Site Safety Plan, developed by the Safety Committee—comprised of classified staff, teachers, and administrators—ensures the well-being of the school community. The plan is reviewed and updated annually during meetings held from September 2024 to January 2025. It is shared with teachers and parent organizations for input before being finalized. On December 5, 2024, the Safety Committee will present the revised plan for approval by the School Site Council, after which it will be submitted to the school board for final approval. Key elements of the plan include the visitor policy, monthly emergency drills, emergency materials, and evacuation procedures.

Visitor Policy

All visitors must sign in at the front office, wear a visitor's pass at all times, and follow established protocols. Parents picking up students before dismissal must check in at the office, present a valid photo ID, and sign out their child.

Campus Supervision

Student safety is ensured through active supervision before school, during breaks, at lunch, and after school by campus supervisors, teachers, staff, and administrators. Campus supervisors are equipped with two-way radios to maintain constant communication while on duty.

Emergency Preparedness

The school complies with laws and regulations regarding hazardous materials and state earthquake standards. Safety drills—including fire, lockdown, earthquake, and secure campus drills—are conducted monthly on a rotating schedule to ensure preparedness.

2024-25 School Safety Plan

Chavez School remains committed to maintaining a secure environment where students and staff can thrive.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	21	1	3	
2	23		5	
3	20	3	2	
4	21	3	1	
5	22	3	2	
6	28	7	8	7

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	19	1	3	
2	19	1	3	
3	20	1	4	
4	21	2		1
5	18	3	2	
6	19	24	17	1
Other	22		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		3	
2	24		3	
3	22		3	
4	32		3	
5	23	1	3	
6	21	8	26	
Other	15	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	518

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3884.20	119.99	3764.20	90837.75
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-7.0	-10.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-96.4	-5.9

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Curren School K-8

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Curren School K-8
Street	1101 North F St.
City, State, Zip	Oxnard, CA 93030-4003
Phone Number	(805) 385-1527
Principal	Pablo Ordaz
Email Address	pordaz@oxnardsd.org
School Website	www.oxnardsd.org/curren
Grade Span	K-8
County-District-School (CDS) Code	56725386055263

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Creating a Thriving K-8 Community of Learners and Leaders:

At Curren School, we are passionate about fostering a vibrant, inclusive environment where approximately 900 students thrive academically, socially, and emotionally. Our comprehensive K-8 program offers a wide range of enriching opportunities, including AVID, Biliteracy, Designated and Integrated ELD, an Autism Program, and an After School Enrichment Program. Through these and a variety of other extracurricular activities and clubs, we aim to spark curiosity, encourage creativity, and build confidence in every student.

2024-25 School Description and Mission Statement

An Innovative Approach to Global Citizenship:

Central to our philosophy is the Enriching Youth via Environmental Studies (EYES) initiative, a unique strand woven throughout our curriculum. By connecting social, political, and scientific perspectives, we inspire students to embrace responsible global citizenship. Our students learn not only about their local community but how their actions and knowledge contribute to the world around them.

Mission and Vision - Cultivating Passionate Learners and Leaders:

At Curren, we believe education should empower students to not only acquire knowledge but to become leaders in their own learning. Grounded in our Mission and Vision, we provide an exceptional educational experience focused on true mastery. Here, students don't just learn math—they develop the confidence to think like mathematicians, scientists, and writers. We encourage students to take ownership of their learning, discover their unique strengths, and become responsible, engaged global citizens.

Focused on Excellence - Best First Instruction:

Our instructional focus this year is on “best first instruction,” emphasizing the highest quality teaching practices from day one. Aligned with Common Core Standards and enriched with 21st-century skills, we integrate technology, differentiated learning, and a comprehensive system of social-emotional support. Our teachers collaborate through Professional Learning Communities (PLCs) and a Multi-Tiered System of Supports (MTSS) to ensure that every student receives individualized attention and a pathway to success.

Building Strong Foundations - Rigor and Relevance in Every Lesson:

We are committed to rigorous, data-driven instruction that encourages students to apply math, literacy, and oracy skills to real-world challenges. Our focus on biliteracy and reading comprehension prepares students to excel academically and express their ideas confidently, whether in English or another language.

Character Education and Leadership - A Community Effort:

At Curren School, academic growth is paired with character development. Our character education and student leadership programs instill values of integrity, empathy, and respect. We value our collaborative partnership with parents and our dedicated faculty, all working together to create a supportive community centered on student success.

Empowering Students to Excel:

Together as a committed learning community, we strive to unlock each student's full potential, nurturing both their academic growth and their personal development. We look forward to welcoming your family to Curren School, where every child has the opportunity to grow, lead, and succeed.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	97
Grade 2	93
Grade 3	97
Grade 4	89
Grade 5	94
Grade 6	115
Grade 7	109
Grade 8	110
Total Enrollment	884

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
Asian	0.1
Black or African American	0.1
Filipino	0.7
Hispanic or Latino	96.9
Two or More Races	0.5
White	1.7
English Learners	59.8
Foster Youth	0.1
Homeless	12.4
Migrant	3.3
Socioeconomically Disadvantaged	93.7
Students with Disabilities	16.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.80	99.20	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.20	0.44	39.00	5.40	18854.30	6.86
Total Teaching Positions	45.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.00	92.47	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.86	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.30	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.10	2.37	38.90	5.39	15831.90	5.67
Total Teaching Positions	46.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.00	93.43	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.76	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	1.80	3.80	38.30	5.28	14303.80	5.15
Total Teaching Positions	48.20	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.80	1.3
Misassignments	0.00	0.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.00	1.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0
Foreign Language	McDougal Litell 2011	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Curren School, originally constructed in 1954, is currently comprised of 40 classrooms (including portables), a cafeteria, a library, a computer lab, a staff lounge, and workroom, five counseling rooms, and one playground. A two-story addition building to house students was completed in October of 2008. This building houses 23 classrooms, a computer lab, and a staff lounge. The most recent inspections resulted in a "Good" to "Exemplary" rating in all areas.

Year and month of the most recent FIT report

7/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room # 209: Missing ceiling tiles. Room # 401: Missing blinds and 2 ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Bldg. # 200 Kitchen: Missing 1 light fixture. Room # 102: 3 light fixtures out. Missing blinds. Room # 107: 1 light fixture out. Room # 112: 1 light fixture out. Room # 113: 1 light fixture is out. Room needs patch and paint. Room # 225: Leaky toilet. Valve. Water fountain does not work. Hallway lights not working. Room # 301: Lights are out. Room # 302: Lights are out. Room # 504: Missing cover plate. Room # 505: 1 light fixture out. Missing blinds. Room # 604: 1 light fixture out. Room # 802: 1 light fixture out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Bldg. # 300 Boys Restroom: Faucet is not working. Missing 1 soap dispenser. Bldg. # 300 Girls Restroom: 1 faucet is not working. Bldg. # 400 Boys Restroom: 1 faucet not working. 2 urinals not working. Bldg. # 400 Girls Restroom: 2 faucets not working. Mens RR # 215: Leaky toilet valve. Room # 105: Missing blinds. Water fountain not working. Room # 108: Water fountain is not working. Room # 125 Boy's RR: Missing 1 soap dispenser. Urinal not working. No hot water. Valve leak to 1 toilet. Room # 201: Drinking fountain not working. Room # 212: Broken window screen. Faucet not working. Room # 215: Leak in toilet valve. Room # 225: Leaky toilet. Valve. Water fountain does not work. Hallway lights not working. Room # 227: Broken soap dispenser. Leaky toilet valve. Room # 607: Clogged toilet. Womens RR # 225: Leaky toilet valve.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Room # 603: Missing blinds and 1 ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room # 205: Missing blinds. Room # 208: Missing blinds Room # 212: Broken window screen. Faucet not working. Room # 303: Missing blind. Room # 602: Missing 6 blinds. Room #110: 5 missing blinds.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	31	29	30	46	47
Mathematics (grades 3-8 and 11)	15	16	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	618	607	98.22	1.78	30.97
Female	328	323	98.48	1.52	34.67
Male	290	284	97.93	2.07	26.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	596	585	98.15	1.85	30.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	256	249	97.27	2.73	8.43
Foster Youth	--	--	--	--	--
Homeless	81	76	93.83	6.17	14.47
Military	0	0	0	0	0
Socioeconomically Disadvantaged	579	568	98.10	1.90	29.40
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	100	99	99.00	1.00	7.07

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	617	609	98.70	1.30	16.09
Female	328	325	99.09	0.91	15.08
Male	289	284	98.27	1.73	17.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	596	588	98.66	1.34	15.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	255	251	98.43	1.57	4.38
Foster Youth	--	--	--	--	--
Homeless	80	78	97.50	2.50	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	578	571	98.79	1.21	14.71
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	99	98	98.99	1.01	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.89	14.87	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	199	99.00	1.00	14.57
Female	96	96	100.00	0.00	15.63
Male	105	103	98.10	1.90	13.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	196	194	98.98	1.02	13.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	1.56
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	185	98.93	1.07	13.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%
Grade 7	98%	98%	98%	98%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Partnering for Student Success:

At Curren School, we believe that parental involvement is key to enhancing student achievement and fostering a thriving learning community. We invite parents to join us in supporting their children's academic journey through various opportunities facilitated by our dedicated English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). Together with our Outreach Coordinator, these groups create meaningful ways for parents to engage and make a positive impact.

Collaborative Committees for a Strong School Community:

Our Parent Teacher Association (PTA) brings families together through school-wide events, fundraisers, and activities that directly support classroom learning. The English Learner Advisory Committee (ELAC) meets regularly to address the specific needs of our English Learners, providing a forum for community input and tailored support. Additionally, the School Site Council (SSC) meets monthly (or as needed) to review and enhance our School Plan for Student Achievement, ensuring that each action taken aligns with our commitment to student success.

Engagement Opportunities and Events for Parents:

Curren School offers numerous events throughout the year to help parents stay involved and informed. These include Back to School Night, Parent-Teacher Conferences, Math and Literacy Nights, Autism Parent Nights, Dual Language Immersion (DLI) Parent Meetings, cultural celebrations, and Coffee with the Principal sessions. These events are valuable opportunities for parents to contribute to their child's academic, social, and emotional development while building connections within our school community.

Hands-On Participation and Family Engagement:

Our Parent and Family Engagement Policy provides clear guidelines on how families can get involved, whether through classroom volunteering, school events, or family learning sessions. Parents have diverse ways to contribute, such as supporting cultural celebrations like Día de los Muertos, attending Math and Literacy Nights, joining parent education sessions, coaching sports teams, assisting with clubs, accompanying field trips, and helping in classrooms.

For more information or to explore engagement opportunities, we encourage parents to reach out to Principal Pablo Ordaz at (805) 385-1527 or via email at pordaz@oxnardsd.org. We deeply value our partnership with parents and look forward to working together to create a supportive environment for every student to succeed.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	930	920	179	19.5
Female	485	479	93	19.4
Male	445	441	86	19.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	901	892	171	19.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	3	20.0
English Learners	564	558	92	16.5
Foster Youth	--	--	--	--
Homeless	130	127	26	20.5
Socioeconomically Disadvantaged	870	863	169	19.6
Students Receiving Migrant Education Services	42	41	1	2.4
Students with Disabilities	164	162	41	25.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.85	3.07	2.58	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58	0.00
Female	1.65	0.00
Male	3.60	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.30	0.00
Foster Youth	0.00	0.00
Homeless	0.77	0.00
Socioeconomically Disadvantaged	2.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

A Comprehensive Commitment to Student and Staff Well-Being:

At Curren School, the safety and well-being of our students and staff are our top priorities. We uphold this commitment through a carefully developed Comprehensive School Safety Plan. Created in partnership with the Oxnard Police and Fire Departments, this plan is reviewed and updated annually by our School Safety Committee. Feedback is gathered from staff, community members, the School Site Council, and the English Language Advisory Committee to ensure a well-rounded approach to school safety.

In December 2024, the School Safety Plan was reviewed during the School Site Council's monthly meeting, with final approval anticipated from the Board of Education in February of 2025. The plan is continually updated to meet evolving safety standards and best practices and is built around three essential components:

Positive School Climate: Curren School uses the Positive Behavioral Interventions and Supports (PBIS) framework to foster a supportive environment where students feel safe, valued, and encouraged to succeed. This proactive approach reinforces positive behavior, helping to create a welcoming and respectful school climate.

Safe Physical Environment: Ensuring the safety of our school facilities and playgrounds is of utmost importance. Curren School maintains strict supervision protocols, with campus assistants, teachers, and administrators actively monitoring student safety. Visitors are required to sign in at the office and wear visitor passes, enhancing security on campus.

Disaster Preparedness: We prioritize preparedness through regular safety drills and emergency procedures, including fire, earthquake, lockdown, and Priority 1 and 2 Lockdown Drills. The school adheres to all hazardous materials regulations and

2024-25 School Safety Plan

state earthquake standards. Monthly safety drills prepare students and staff for a variety of emergencies, and staff receive annual training on Active Assailant procedures to stay prepared for any situation.

To further support our safe environment, we implement the PBIS/CHAMPS model, which creates a school-wide behavior management system focused on clear expectations, positive reinforcement, and academic achievement. This model helps us build a safe, respectful, and civil school culture where every student has the opportunity to succeed.

At Curren School, our dedication to safety is unwavering. We are committed to fostering an environment that prioritizes learning, well-being, and the security of all who are part of our community.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	24		4	
2	22		4	
3	23		4	
4	23	2	1	
5	19	3	2	
6	19	18	16	1
Other	9	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	
1	24		5	
2	24		4	
3	21		4	
4	31		3	
5	27		4	
6	23	11	16	3
Other	6	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	23		4	
2	23		4	
3	23		4	
4	29		3	
5	30		3	
6	22	10	26	
Other	10	6		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	589.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4087.71	149.91	3937.79	91314.51
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-2.5	-9.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-92.9	-5.3

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

James Driffill Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	James Driffill Elementary School
Street	910 South E Street
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1530
Principal	Javier Tapia
Email Address	j3tapia@oxnardsd.org
School Website	www.oxnardsd.org/driffill
Grade Span	K-8
County-District-School (CDS) Code	56725386055271

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Welcome to Driffill School, where we are all “Committed to Excellence.” Students, parents, and staff work collaboratively to meet the individual needs of all of our students in a healthy learning community.

Mission: Driffill empowers ALL children to achieve excellence.

Vision: Driffill aims to provide students with an outstanding education and promote global perspectives. Our curricular program integrates technology, environmental science, and a Biliteracy program to deepen academic knowledge.

2024-25 School Description and Mission Statement

We ALL strive together to do our personal best to support students and our community. Goal setting is a major part of the school-wide plan for improved student achievement. The Growth Mindset philosophy is a focus with staff and students to encourage everyone to develop to their fullest potential. Our curricular focus is in the areas of Language Arts (e.g., reading, writing, and speaking), Mathematics, and English Language Development. The implementation of the California Common Core Standards helps to ensure alignment and purposeful instruction in all grades.

Driffill participates in Professional Learning Communities (PLC) to improve quality Tier 1 instruction, by using multiple measures of informal and formal (Renaissance STAR Reading and Math, IAB assessments from CAASPP, ST Math, Lexia and Panorama) student data to guide the implementation of Tier 1 teaching and learning objectives. Our Strategic plan, Oxnard Empowers, allows us to stay laser focused in ensuring growth for our students using a collaborative approach and ensuring that we make progress in all 5 strategic goals. During PLCs, Biliteracy, grade-level, and content meetings, teams use student data and prioritized state standards to determine a Cycle of Inquiry focus. In grade level teams, teachers share data, plan lessons, break down state standards, and identify instructional strategies, in order to determine student-centered goals to meet both academic and social-emotional needs. Our MTSS process aims to support all students at the three tiers of response to intervention. Our academic strand focus is The School of Environmental Science and Global Awareness. Each grade level implements integrated science units. Our Dual Language Program is now up to sixth grade.

If you have any questions about our campus, please feel free to contact our Assistant Principals - Mrs. Elisondo and Mrs. Khan, or myself. We welcome everyone to visit our school to see our wonderful academic programs.

Respectfully,
Javier Tapia, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	95
Grade 2	91
Grade 3	90
Grade 4	99
Grade 5	101
Grade 6	109
Grade 7	110
Grade 8	123
Total Enrollment	916

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.3
White	1.3
English Learners	62.4
Foster Youth	0.1
Homeless	15.1
Migrant	2.4
Socioeconomically Disadvantaged	93.7
Students with Disabilities	15.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.90	91.02	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	3.80	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	2.58	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.30	2.58	39.00	5.40	18854.30	6.86
Total Teaching Positions	52.60	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.40	93.19	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.92	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.23	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.31	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.20	2.31	38.90	5.39	15831.90	5.67
Total Teaching Positions	52.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.50	89.13	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.53	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	7.97	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.70	1.34	38.30	5.28	14303.80	5.15
Total Teaching Positions	52.10	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.80	3
Misassignments	0.00	0.30	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.10	4.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.30	0.10	0
Total Out-of-Field Teachers	1.30	0.10	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.4	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matemáticas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0
Foreign Language	McDougal Litell 2011	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Driffill School, originally constructed in 1946, is currently comprised of 38 classrooms, a cafeteria, a library, a computer lab, a staff lounge, and two playgrounds. A two-story building to house students has been built and was completed in January of 2014. This building houses 30 additional classrooms, a new Library, Staff Lounge and Administration offices. New early childhood classrooms have been built and will be available for use in January of 2025. The most recent inspections resulted in a “Exemplary” to “Exemplary” rating in all areas.

Year and month of the most recent FIT report

7/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room # 1208 Classroom: Broken ceiling and floor tiles. Room # 1209 Classroom: Broken ceiling tiles and wall damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	27	29	30	46	47
Mathematics (grades 3-8 and 11)	21	20	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	634	99.06	0.94	27.29
Female	325	322	99.08	0.92	28.88
Male	315	312	99.05	0.95	25.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	628	622	99.04	0.96	27.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	284	284	100.00	0.00	11.97
Foster Youth	0	0	0	0	0
Homeless	103	102	99.03	0.97	22.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	609	604	99.18	0.82	26.82
Students Receiving Migrant Education Services	13	13	100.00	0.00	7.69
Students with Disabilities	101	99	98.02	1.98	9.09

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	640	635	99.22	0.78	20.31
Female	325	322	99.08	0.92	16.46
Male	315	313	99.37	0.63	24.28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	628	623	99.20	0.80	19.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	284	284	100.00	0.00	10.56
Foster Youth	0	0	0	0	0
Homeless	103	102	99.03	0.97	14.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	609	605	99.34	0.66	19.34
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Students with Disabilities	101	99	98.02	1.98	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.04	15.89	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	220	98.65	1.35	16.36
Female	110	109	99.09	0.91	13.76
Male	113	111	98.23	1.77	18.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	220	217	98.64	1.36	16.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	34	34	100.00	0.00	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	210	99.06	0.94	16.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	17.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89%	89%	93%	90%	95%
Grade 7	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

We encourage all parents, families, and the community to work with us as educational partners. This includes opportunities to work in and/or out of the classroom, in various capacities: as parent volunteers, the School Site Council (SSC), the English Learner Advisory Council (ELAC), Cafe con Padres, and PTA. Meetings are held at various times to accommodate schedules: morning, mid-day or evening. We have regular Family Nights and parent education classes, as well as parent/student conferences. Family support enables us to better meet our goals outlined in our strategic plan goal 4.O, Family/Community Alliances for Student Success. Working together as a community benefits our children. Our calendar of events and meetings can be found on our website: http://driffill.oxnardsd.org/pages/Driffill_Elementary.

Additional opportunities for parents to be engaged are found in volunteering as they can support in the classrooms, at school events, during field trips, and participate in our fundraising efforts. Many parents participate in planned events such as Family Nights, Open House, and student performance events. In addition, parent trainings are arranged, specifically, to offer educational topics such as nutrition, safety, and parenting skills.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	966	950	178	18.7
Female	486	479	103	21.5
Male	480	471	75	15.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	944	928	175	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	1	9.1
English Learners	612	600	102	17.0
Foster Youth	--	--	--	--
Homeless	170	166	26	15.7
Socioeconomically Disadvantaged	911	897	171	19.1
Students Receiving Migrant Education Services	28	27	3	11.1
Students with Disabilities	161	156	36	23.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.55	4.54	2.80	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.80	0.00
Female	2.06	0.00
Male	3.54	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.47	0.00
Foster Youth	0.00	0.00
Homeless	1.18	0.00
Socioeconomically Disadvantaged	2.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.97	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Driffill School. We have a closed campus. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among classified staff, playground aides, teachers, assistant principals, and the principal.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually. All revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster kits, and emergency procedures. Emergency supplies are inventoried on a yearly basis. All classrooms have Emergency Backpacks, which include basic first aid supplies and other essentials.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake drills, and intruder/campus secure drills are held on a regular basis.

It is requested that parents update their personal information whenever they move or change phone numbers. We rely on Parent Square, which is an electronic message service for school-to-home communication. The principal sends messages regularly to keep parents informed and especially when we have an emergency. Parents are required to show a photo I.D when picking children up early from the office as it's intended for the safety of all children.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	23		4	
2	23		4	
3	20	2	3	
4	28	1	3	
5	27	1	2	
6	22	15	17	8
Other	9	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	5	
1	21	2	2	
2	23		4	
3	23		4	
4	22	2	3	
5	22	2	3	
6	21	19	15	5
Other	9	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	23		4	
2	22	1	3	
3	22		4	
4	27	1	3	
5	25	1	1	
6	19	21	17	2
Other	11	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	610.67

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3876.59	73.01	3803.57	88251.18
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-5.9	-13.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-95.6	-8.7

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

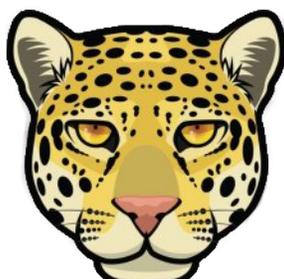
For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Elm Street School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Elm Street School
Street	450 East Elm Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1533
Principal	Maria Christina Fernandez
Email Address	cfernandez@oxnardsd.org
School Website	www.oxnardsd.org/elm
Grade Span	K-5
County-District-School (CDS) Code	56725386055289

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Elm Street School’s Mission and Vision reflects that we are a community of learners, including students, staff and families, where Every Learner Matters.

Mission -
 Empower students' passion for learning
 Linguistic, cultural, and academic excellence development
 Maintain our classroom and school expectations, relationships, and practices to align with our values

2024-25 School Description and Mission Statement

Vision - To establish a safe, professional, biliterate learning community. In this community, educators use data-driven instruction and collaborate to achieve common goals. Together with families, students, and community members, we work towards nurturing successful and contributing members of society while addressing the holistic needs of each child.

Staff members at Elm Street School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data driven goals with high expectations for all
- Communicate and collaborate a a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a safe and environmentally responsible campus

Elm Street School was established in 1948 and is one of 21 schools in the Oxnard Elementary School District. Elm Street School is a Title I school, with an estimated 97% of students who are Socioeconomically Disadvantaged. Our student population make up includes 99% of students who are Hispanic/Latino and 79% of students who are English Language Learners. Elm Street School has two strand focuses; we are the School of Environmental Life Sciences and Mathematics and we have a complete Biliteracy program for all grade levels.

Elm Street School has a Biliteracy program in all grades. Common Core State Standards (CCSS) are implemented through the district created, grade level Biliteracy Unit Frameworks. The Frameworks utilize adopted curriculum as well as evidence-based resources. Teachers employ strategies which promote higher level thinking and learning for all students. Instruction in small groups and extra support provided by Intervention Support Teachers are opportunities for the individual needs of students to be met. Elm Street teachers are committed to meeting consistently in Professional Learning Communities in order to improve student outcomes. Teachers assess students informally and formally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. Our School Wide Goals are the following: 1. Writing across the curriculum 2. Developing oracy 3. Promoting Growth Mindset in Mathematics and ELA. Our "Instructional Look Fors" focus on the following: 1. Active participation of all students with scaffolded support 2. Instruction and student work based on grade level CCSS. 3. Frequent checking for understanding and corrective feedback 4. Evidence of well-established routines and practices to support a positive learning environment.

The Elm community is steadfast in creating a school that knows no limits to the academic and social emotional successes of each student through constant reevaluation of the mission, vision, and critical analysis of our best practices and changing needs. At Elm Street School, we dedicate ourselves to providing the best start in a journey of lifelong learning for all of our students, families, and community which includes college, career, and civic life for 21st century readiness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	66
Grade 2	70
Grade 3	72
Grade 4	74
Grade 5	70
Total Enrollment	468

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
Hispanic or Latino	100
English Learners	79.7
Foster Youth	0.2
Homeless	13
Migrant	3.2
Socioeconomically Disadvantaged	95.7
Students with Disabilities	14.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	100.00	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	39.00	5.40	18854.30	6.86
Total Teaching Positions	23.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	94.84	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.19	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	0.60	2.97	38.90	5.39	15831.90	5.67
Total Teaching Positions	22.80	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	97.96	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	2.04	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	38.30	5.28	14303.80	5.15
Total Teaching Positions	24.50	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.50	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.50	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Elm Street School is a new building constructed from 2016-2018. It is currently comprised of 23 classrooms, a cafeteria, a library, a science lab, a staff lounge, one speech room, one special education room, and one playground. The most recent inspections resulted in a “Exemplary” to “Exemplary” rating in all areas.

Year and month of the most recent FIT report

7/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Communication Room # 319: Electronic Equipment not being used (outdated) needs to be removed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room # 111: Fire extinguisher needed.
Structural: Structural Damage, Roofs	X			Bulding 2 MPR: Room 203 roof access is blocked.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main Playground: Most double black gates are leaking and slamming (safety issue). Some gates are out of adjustment and overlap. Room # 100: Front door is dragging. Room # 201: Door is dragging Room # 302: Missing screws on mortise lock plate.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	11	29	30	46	47
Mathematics (grades 3-8 and 11)	13	9	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	205	98.09	1.91	11.27
Female	110	107	97.27	2.73	12.26
Male	99	98	98.99	1.01	10.20
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	209	205	98.09	1.91	11.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	146	143	97.95	2.05	4.23
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	193	98.47	1.53	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	3.33

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	205	98.09	1.91	9.27
Female	110	107	97.27	2.73	4.67
Male	99	98	98.99	1.01	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	209	205	98.09	1.91	9.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	146	142	97.26	2.74	3.52
Foster Youth	0	0	0	0	0
Homeless	29	28	96.55	3.45	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	193	98.47	1.53	8.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	3.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.20	8.70	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	8.70
Female	34	34	100.00	0.00	8.82
Male	35	35	100.00	0.00	8.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	42	42	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	7.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	99%	99%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and community members are highly encouraged to get involved and play an active role in the development and betterment of the school by being active participants and advocates for their children's education. Understanding the school's educational program, student achievement, and curriculum implementation can assist both school and community in ongoing program improvement.

Parent involvement and engagement are crucial to the academic and social-emotional success of Elm Street Elementary School students. Regular communication in the form of written notes, phone calls, parent meetings, Parent Square communication tool and calling system messages, school website, school marquee, and daily face-to-face contact and interactions are methods used to keep a constant and consistent line of two-way, open communication.

Elm Street School benefits from an active Parent Teacher Association (PTA). The PTA works with the school community through various school fundraisers, school activities, school events, and educational excursions. School Site Council (SSC) and the English Language Advisory Committee (ELAC) are additional site-based platforms through which parents are involved in providing input as a part of decision-making for school programs and resource allocation. Parent engagement opportunities provided by the school include parent education workshops, parent classes on a variety of topics, family reading nights, and volunteering in their children's classrooms. Teachers use common core standards-based progress report cards and assessment data to communicate student progress to parents in a language they can understand. To serve our parents and the community, Elm Street School has an established a relationship with Ventura County Behavioral Health which provides a cost free series of workshops and classes on nutrition, health and exercise, mental health services, positive parenting, dental hygiene, human growth and development, managing difficult behaviors, and mother-daughter relationships. We realize that the school belongs to the community and our charge is to educate and serve the school community at large, to the best of our ability to meet and support their needs.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	484	100	20.7
Female	257	252	53	21.0
Male	235	232	47	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	492	484	100	20.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	391	385	73	19.0
Foster Youth	--	--	--	--
Homeless	77	73	20	27.4
Socioeconomically Disadvantaged	473	465	99	21.3
Students Receiving Migrant Education Services	23	22	4	18.2
Students with Disabilities	82	82	17	20.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.19	0.19	0.00	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Elm Street School. Elm is a closed campus, thus all visitors to the school must sign in at the office and wear a visitor's badge at all times. Supervision is a responsibility shared among campus supervisors, teachers, custodial staff, office staff, and the Principal. Supervision is provided to ensure the safety of each student before school, during recesses, at lunch, and after school. To maintain constant communication, campus supervisors, custodial staff, office staff, and the Principal carry two-way radios while on duty.

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan (CSSP) has been developed by the Safety Committee which is comprised of classified staff, the lead custodian, teachers, the After School Program Site Coordinator and the Principal. The Safety Plan is updated with staff annually. All revisions and updates are reviewed immediately with the staff as well as key groups on campus. The plan was reviewed by ELAC and SSC in November 2024. Key elements of the Safety Plan focus on visitor policy, volunteer policy, student and staff safety and wellness, dress code, discipline, playground supervision, emergency disaster kits, and emergency procedures.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis; fire drills are held monthly, and earthquake and lockdown drills are held each trimester.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	24		3	
2	23		4	
3	21	1	3	
4	23	2	2	
5	22	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	24		3	
2	23		3	
3	21	2	2	
4	25		3	
5	23		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	22		3	
2	23		3	
3	24		3	
4	25		3	
5	19	1	3	
Other	27		1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	468

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,051.89	132.35	4467.35	99547.01
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	10.1	-1.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-82.7	3.3

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Robert J. Frank Academy of Marine Science and Engineering

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Robert J. Frank Academy of Marine Science and Engineering
Street	701 North Juanita Avenue
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1536
Principal	Tyler Higa
Email Address	thiga@oxnardsd.org
School Website	www.oxnardsd.org/frank
Grade Span	6-8
County-District-School (CDS) Code	56725386111850

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description 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 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. Our overall vision and mission, 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	344
Grade 7	347
Grade 8	347
Total Enrollment	1,038

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	1.2
Black or African American	0.2
Filipino	1.7
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.5
White	3.1
English Learners	35.9
Foster Youth	0.1
Homeless	19.7
Migrant	2.9
Socioeconomically Disadvantaged	90
Students with Disabilities	18.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.60	78.02	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.64	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.40	12.14	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	5.00	8.18	39.00	5.40	18854.30	6.86
Total Teaching Positions	61.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.50	83.33	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.60	9.88	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.46	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	3.00	5.32	38.90	5.39	15831.90	5.67
Total Teaching Positions	57.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.30	82.87	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.49	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.48	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	7.30	13.14	38.30	5.28	14303.80	5.15
Total Teaching Positions	55.90	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.30	0
Misassignments	0.00	4.30	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	5.60	1.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0
Local Assignment Options	5.40	0.80	0.8
Total Out-of-Field Teachers	7.40	0.80	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

RJ Frank Academy, originally constructed in 1994, is currently comprised of 47 classrooms, six full science labs, a music/band room, a library, two computer labs, an activity room, a gymnasium, one athletic field, and a teachers' lounge. RJ Frank School has fourteen relocatable classrooms. The most recent inspections resulted in a "Exemplary" to "Exemplary" rating in all areas.

Year and month of the most recent FIT report 7/15/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg. # 8 Boys Restroom: ü
Interior: Interior Surfaces	X			Bldg. # 200 Kitchen: Replace damaged ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P-2: ü
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	36	29	30	46	47
Mathematics (grades 3-8 and 11)	13	18	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1060	984	92.83	7.17	36.16
Female	511	482	94.32	5.68	41.46
Male	549	502	91.44	8.56	31.06
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	72.22
Hispanic or Latino	990	916	92.53	7.47	34.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	29	96.67	3.33	48.28
English Learners	300	241	80.33	19.67	7.53
Foster Youth	--	--	--	--	--
Homeless	220	181	82.27	17.73	23.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	953	886	92.97	7.03	33.48
Students Receiving Migrant Education Services	39	24	61.54	38.46	16.67
Students with Disabilities	187	183	97.86	2.14	9.34

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1061	1026	96.70	3.30	18.40
Female	511	496	97.06	2.94	16.40
Male	550	530	96.36	3.64	20.27
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	990	956	96.57	3.43	17.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	19.35
English Learners	301	288	95.68	4.32	3.50
Foster Youth	--	--	--	--	--
Homeless	221	210	95.02	4.98	11.54
Military	0	0	0	0	0
Socioeconomically Disadvantaged	954	925	96.96	3.04	16.94
Students Receiving Migrant Education Services	39	35	89.74	10.26	0.00
Students with Disabilities	188	180	95.74	4.26	3.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.51	14.20	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	345	97.18	2.82	13.95
Female	171	165	96.49	3.51	13.33
Male	184	180	97.83	2.17	14.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	336	326	97.02	2.98	12.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	72	96.00	4.00	0.00
Foster Youth	--	--	--	--	--
Homeless	67	66	98.51	1.49	6.15
Military	0	0	0	0	0
Socioeconomically Disadvantaged	321	312	97.20	2.80	12.54
Students Receiving Migrant Education Services	13	12	92.31	7.69	0.00
Students with Disabilities	53	51	96.23	3.77	1.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93%	93%	93%	92%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1103	1085	121	11.2
Female	535	525	68	13.0
Male	568	560	53	9.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	1	8.3
Black or African American	--	--	--	--
Filipino	18	18	0	0.0
Hispanic or Latino	1031	1013	114	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	33	6	18.2
English Learners	433	420	44	10.5
Foster Youth	--	--	--	--
Homeless	247	237	24	10.1
Socioeconomically Disadvantaged	996	980	116	11.8
Students Receiving Migrant Education Services	50	49	6	12.2
Students with Disabilities	200	197	40	20.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	11.44	13.27	6.80	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.09	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.80	0.00
Female	7.48	0.00
Male	6.16	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.06	0.00
English Learners	9.01	0.00
Foster Youth	0.00	0.00
Homeless	10.93	0.00
Socioeconomically Disadvantaged	7.23	0.00
Students Receiving Migrant Education Services	8.00	0.00
Students with Disabilities	7.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Safety Committee, which includes input from the Oxnard Police Department and Fire Department. The Safety Plan is updated in the Fall and all revisions and updates are reviewed with the staff and community members, including School Site Council. The School Site Council will review the plan during the December SSC meeting. The plan is presented to the Board of Education in February for board approval. Key elements of the safety plan focus on three components: 1) Positive School Climate, which is based on Positive Behavioral Interventions and Supports (PBIS), 2) The school's Safe Physical Environment, which includes school and playground supervision, and 3) Disaster Preparedness which focuses on disaster drills and emergency procedures.

The safety of students and staff is our priority and a primary concern of Frank Academy. All visitors to the campus must sign in at the Office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus supervisors, teachers, and the site administrators. Additionally, Frank Academy uses the PBIS/CHAMPS model and has a developed and articulated a School-wide Positive Behavior Interventions and Support Plan. Implementing a successful behavior management system that establishes a vision for the students, specifies expectations, and focuses on success, helps Frank achieve our academic goals and create a safe and civil school.

The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and lockdown drills, are held monthly. Frank Academy conducts monthly safety and disaster drills to prepare for emergency situations. This includes Priority 1 Lock Down Drills to prepare for an intruder on campus and verify that all systems and protocols are in place. This year, school staff were trained on Active Intruder situations and how to best react if a situation were to arise. Additionally, the school works with our shared School Resource Officer to to keep the campus safe and address areas of need from a safety standpoint.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	37	15	
Mathematics	19	21	18	
Science	24	10	26	
Social Science	25	7	23	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	34	17	
Mathematics	19	18	18	
Science	23	12	22	
Social Science	23	10	20	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	40	11	
Mathematics	20	14	19	1
Science	26	6	22	3
Social Science	23	8	22	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	519

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4627.74	118.34	4509.40	102837.51
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	11.1	2.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-82.0	6.5

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Fremont Academy of Environmental Science and Innovative Design

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Fremont Academy of Environmental Science and Innovative Design
Street	1130 North M Street
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1539
Principal	Dave De Los Santos
Email Address	ddelossantos@oxnardsd.org
School Website	https://www.oxnardsd.org/Domain/394
Grade Span	6-8
County-District-School (CDS) Code	56725386055313

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

The Fremont Academy of Environmental Science and Innovative Design was established in 1961 and is one of 21 schools in the Oxnard School District. It is 1 of 3 comprehensive middle schools. The Fremont Academy focus of Environmental Science and Innovative Design incorporates Fremont's garden as an outdoor learning area. It also includes the Environmental Science elective in which students learn 3-D design using innovative technology. Fremont Scholars are also provided the opportunity for an elective wheel in which they have the opportunity to take Robotics, MESA, and Concepts in Math with Art and Careers. Fremont Academy currently serves 695 students in grades sixth, seventh, and eighth on a traditional calendar. The school is located in Oxnard which sits along a beautiful stretch of the Pacific coastline. Oxnard is the largest city in Ventura County and Fremont mirrors its ethnically diverse population.

Fremont Academy embraces STEAM-centered education and provides educational opportunities for all students to promote college and career readiness. Our promise is access to grade level standards in every classroom. Many students are in Fremont's AVID Program which focuses on college-prep courses and skills, organization, and successful note-taking strategies. We are committed to providing access to AVID strategies to all of our students in all of our classrooms. Our educational program promotes exciting opportunities for students to learn and grow through inquiry-based, hands-on exploration of our local and global environments. Core knowledge and skill development are accelerated as learners engage in challenging, environmentally-themed projects spanning the classroom, specialized labs, and field-based experiences. This interactive approach encourages students to ask questions, make decisions, and take responsibility for their learning outcomes. As a result, students challenge themselves with higher expectations each and every day and build a platform for lifelong learning and personal success.

At Fremont, we believe that all students have the ability to succeed. We foster a culture of respect and celebrate diversity. Supported by coaching and guidance from teachers, students are empowered to direct their own learning path, which is designed to meet each individual's unique cultural, social, emotional, and intellectual needs. Our fully integrated project-based curriculum fosters collaboration and communication while providing flexibility and choice. An exciting range of electives, extracurricular activities, and community partnerships provide additional opportunities for all students to thrive academically and socially.

Mission Statement: Fremont Middle School is committed to providing a rigorous curriculum of grade level standards in every classroom. This will be done in an inclusive, safe and positive environment for students to achieve their full academic potential as well-rounded individuals. We are dedicated to collaborating with parents and community leaders to prepare students to be productive, socially responsible, and able to participate in a global, diverse, and technological society.

We are Innovators...We are Leaders...We are Fremont.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	224
Grade 7	251
Grade 8	225
Total Enrollment	700

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.1
Asian	1
Black or African American	1.6
Filipino	1.7
Hispanic or Latino	90
Two or More Races	0.7
White	4.9
English Learners	25
Foster Youth	0.4
Homeless	7.9
Migrant	2.4
Socioeconomically Disadvantaged	87.7
Students with Disabilities	28

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.40	76.14	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.53	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.51	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	5.15	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	8.20	16.68	39.00	5.40	18854.30	6.86
Total Teaching Positions	49.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.70	80.66	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	9.01	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	3.65	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	3.00	6.66	38.90	5.39	15831.90	5.67
Total Teaching Positions	45.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.30	77.80	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	6.20	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	5.03	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	4.70	10.95	38.30	5.28	14303.80	5.15
Total Teaching Positions	42.90	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	1.5
Misassignments	0.20	3.10	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	4.10	2.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.80	1
Local Assignment Options	1.50	0.80	1.1
Total Out-of-Field Teachers	2.50	1.60	2.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.40	8.1	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	0	1.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0
Foreign Language	McDougal Litell 2011	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Fremont Academy, originally built in 1961, is currently comprised of 54 classrooms, a library, one computer lab, a multi-purpose room, an athletic field, an activity room, and two staff lounges. The most recent inspections resulted in a "Good" to "Exemplary" rating in all areas.

Year and month of the most recent FIT report 7/15/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room # 809: Multiple stained and loose ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Bldg. # 200 Kitchen: Missing lighting cover. Bldg. # 200 Multipurpose Room: Missing lighting cover. Bldg. # 400 Boys Restroom: 1 light out. Room # 1204: 1 light out. Room # 401: 1 light out. Room # 605: Multiple lights out. Room # 606: 1 light out. Room # 607 Computer Lab: 1 light out. Room # 702: 2 lights out. Room # 704: 3 lights out. Room # 804: Multiple lights out. Room # 901: Missing electrical outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room # 402: Door hard to open.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	20	29	30	46	47
Mathematics (grades 3-8 and 11)	11	11	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	696	671	96.41	3.59	20.27
Female	319	303	94.98	5.02	26.73
Male	377	368	97.61	2.39	14.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	27.27
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	625	600	96.00	4.00	17.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	40.00
English Learners	148	142	95.95	4.05	1.41
Foster Youth	0	0	0	0	0
Homeless	60	57	95.00	5.00	19.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	609	590	96.88	3.12	16.10
Students Receiving Migrant Education Services	19	18	94.74	5.26	16.67
Students with Disabilities	189	176	93.12	6.88	3.41

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	694	671	96.69	3.31	11.03
Female	318	304	95.60	4.40	10.53
Male	376	367	97.61	2.39	11.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	623	600	96.31	3.69	9.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	25.71
English Learners	147	141	95.92	4.08	2.13
Foster Youth	0	0	0	0	0
Homeless	60	58	96.67	3.33	6.90
Military	0	0	0	0	0
Socioeconomically Disadvantaged	608	590	97.04	2.96	8.31
Students Receiving Migrant Education Services	19	18	94.74	5.26	5.56
Students with Disabilities	188	176	93.62	6.38	0.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.56	9.65	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	228	98.28	1.72	9.65
Female	98	97	98.98	1.02	11.34
Male	134	131	97.76	2.24	8.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	209	205	98.09	1.91	7.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	52	51	98.08	1.92	1.96
Foster Youth	0	0	0	0	0
Homeless	19	18	94.74	5.26	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	201	198	98.51	1.49	6.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	53	94.64	5.36	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Fremont Academy strives to encourage meaningful, two-way communication with parents regarding student learning, school activities and opportunities for involvement. Parents are invited to attend Back to School Night, attend Parent-Teacher conferences, and participate in other parent meetings. Monthly "Coffee with the Counselors " meetings are held in an intimate forum, along with informational and educational sessions that parents are encouraged to attend and participate in. Parents are also invited to participate in decision-making and advisory committees, such as School Site Council and English Learner Advisory Council. Fremont Academy benefits from an extremely active and involved Parent Teacher Association. The Fremont PTA supports many school programs including PTA Reflections, fundraisers, Family Nights, and parent education events. Parents are encouraged to volunteer at school, in classrooms and as field trip chaperones. The Fremont counseling center offers workshops to parents. Incoming 6th grade Academy Tours, High School A-G Nights for 8th grade, and Safety Presentations, including Internet Safety Parent workshops, are also offered. Parent involvement activities have been offered on site and virtually through webinars to accommodate the busy schedules of our parents.

Information regarding parent involvement is provided in the annually updated School Parental Involvement Policy. Upcoming events and meetings are regularly communicated through the school website, social media, and Parent Square messaging that includes phone calls, texts, and emails. Parent training has been conducted by Fremont's Outreach Consultant on Canvas, the district's learning management system, as well as Google classroom.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	724	134	18.5
Female	346	334	62	18.6
Male	401	390	72	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	2	16.7
Filipino	12	12	0	0.0
Hispanic or Latino	674	651	126	19.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	36	36	5	13.9
English Learners	195	188	34	18.1
Foster Youth	--	--	--	--
Homeless	76	72	22	30.6
Socioeconomically Disadvantaged	656	638	124	19.4
Students Receiving Migrant Education Services	24	24	2	8.3
Students with Disabilities	213	204	49	24.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	13.61	19.06	11.65	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.40	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.65	0.40
Female	8.96	0.58
Male	13.97	0.25
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.02	0.45
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	0.00
English Learners	12.82	0.51
Foster Youth	0.00	0.00
Homeless	14.47	1.32
Socioeconomically Disadvantaged	12.80	0.46
Students Receiving Migrant Education Services	25.00	0.00
Students with Disabilities	14.08	0.47

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is first and foremost in the school operations at Fremont Academy. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school and is a responsibility shared among campus supervisors, teachers, school staff and administration. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.

Authorized adults picking up students during school hours must present valid picture identification and be on the student's emergency contact card filed with the school. To further ensure the safety, security and welfare of students and staff, a Comprehensive School Safety Plan has been developed by the School Safety Committee. The School Safety Plan is updated annually and reviewed with the Fremont Leadership Team and staff and approved by the School Site Council to meet the needs of the site. Key elements of the School Safety Plan focus on supervision, disaster kits, positive behavior support, and emergency drills and procedures in preparedness for true emergencies, including evacuation procedures. Safety drills are held regularly to prepare for earthquakes, lock downs, and fire.

As part of a positive school climate and culture, every staff member is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, staff models and teaches our school expectations using School-wide Positive Behavior Plan including the "Three B's" (Be Respectful, Be Responsible, Be Safe). Fremont embraces the strategies of the Positive Behavior Interventions and Supports (PBIS) model. Our PBIS team known as our Foundations FLY team meets bi-weekly and works with the entire staff to focus on areas of need around the campus. The Guidelines for Success, known as FLY - FOCUS, LEARN, YIELD Success are recited daily during morning announcements and students are encouraged to spread their WINGS and FLY.

2024-25 School Safety Plan

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	25	9	1
Mathematics	21	15	5	4
Science	24	8	13	1
Social Science	22	11	12	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	18	10	1
Mathematics	18	19	7	1
Science	22	10	13	1
Social Science	23	8	12	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	21	8	2
Mathematics	17	20	7	1
Science	24	5	14	2
Social Science	22	8	14	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	350

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4603.77	97.00	4506.77	99632.91
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	11.0	-1.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-82.0	3.4

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

Fiscal Year 2023-24 Types of Services Funded

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Norma Harrington Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Norma Harrington Elementary School
Street	451 E. Olive St.
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1542
Principal	Rosaura Castellanos
Email Address	rcastellanos@oxnardsd.org
School Website	www.oxnardsd.org/harrington
Grade Span	K-5
County-District-School (CDS) Code	56725386055297

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

At Norma Harrington School, we strive for academic excellence for all students. We have established an educational program in which we emphasize a strong foundation in academics based on the California Common Core Standards, while providing a safe, nurturing environment because we believe students are most successful when they feel comfortable and want to be at school every day. Harrington employs a faculty of professional, dedicated teachers and support staff that go above and beyond in order to meet the needs of our community.

With a staff of this quality, children are afforded a classroom environment where they can prosper and strive to reach their

2024-25 School Description and Mission Statement

highest potential. We encourage parents to be involved in the schooling of their children and assist by providing them the skills and information needed to support their children. We believe that students thrive when parents and school staff work together to properly equip them to achieve success in our complex and competitive society. This year our biliteracy program has expanded to fifth grade. We believe that all students are capable of becoming bilingual, biliterate, and bicultural.

Realizing the critical importance of an education firmly grounded in preparing our students for middle school and beyond, we embrace and incorporate the use of technology as well as the introduction of a focus strand in Environmental Science, Music and the Arts. Concurrently, we also maintain a student-centered after-school program that provides an atmosphere in which a child's social, emotional and intellectual needs are equally important. The social and emotional well being of students is supported by a School Psychologist, a School Counselor and Outreach Specialist.

Implementation of our school mission is made possible by the support staff employed to augment our program. A Literacy Intervention Teacher provides additional academic support to students identified through our Multi-Tiered System of Supports process and we have para educator support in kindergarten.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	75
Grade 2	75
Grade 3	99
Grade 4	77
Grade 5	78
Total Enrollment	506

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	98.4
Two or More Races	0.2
White	0.8
English Learners	66
Homeless	14.6
Migrant	1.4
Socioeconomically Disadvantaged	91.3
Students with Disabilities	19

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	86.85	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.88	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.76	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	7.52	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	39.00	5.40	18854.30	6.86
Total Teaching Positions	26.60	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	81.82	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	9.09	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	2.50	9.09	38.90	5.39	15831.90	5.67
Total Teaching Positions	27.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	91.00	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.80	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	2.00	7.20	38.30	5.28	14303.80	5.15
Total Teaching Positions	27.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.50	0
Misassignments	0.00	2.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	2.50	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Harrington School was completed and dedicated on January 16, 2016. This campus has 30 classrooms, administration offices, library/media room, staff lounge, meeting room, nurse's office, kitchen, multi-purpose room, playground, and a piano lab. The most recent inspections resulted in a "Good" to "Good" rating in all areas.

Year and month of the most recent FIT report

7/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Custodial Room # 313: Water heater is leaking. Pan is full of water.
Interior: Interior Surfaces	X			Bldg. # 1 Office: Replace stained ceiling tiles. Classroom # 307: Stained ceiling tiles. Classroom # 356: 2 stained ceiling tiles. Classroom # 603: Multiple ceiling tiles missing. Classroom # 608: Multiple ceiling tiles are very loose and about to fall off.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom # 357: Ripped screen from front window.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	36	29	30	46	47
Mathematics (grades 3-8 and 11)	17	29	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	251	96.91	3.09	35.86
Female	122	118	96.72	3.28	33.05
Male	137	133	97.08	2.92	38.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	256	248	96.88	3.12	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	128	122	95.31	4.69	15.57
Foster Youth	0	0	0	0	0
Homeless	47	43	91.49	8.51	34.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	240	232	96.67	3.33	36.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	255	98.46	1.54	28.63
Female	122	121	99.18	0.82	24.79
Male	137	134	97.81	2.19	32.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	256	252	98.44	1.56	28.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	128	126	98.44	1.56	15.08
Foster Youth	0	0	0	0	0
Homeless	47	47	100.00	0.00	27.66
Military	0	0	0	0	0
Socioeconomically Disadvantaged	240	236	98.33	1.67	28.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	1.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.68	21.52	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	79	98.75	1.25	21.52
Female	32	32	100.00	0.00	15.63
Male	48	47	97.92	2.08	25.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	78	77	98.72	1.28	20.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	20	20	100.00	0.00	15.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	76	98.70	1.30	21.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	96%	96%	96%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to volunteer at the school and participate on the School Site Council, English Language Advisory Council, and PTA.

The Harrington SSC is made up of very dedicated parents and staff. We collaborate on school business, and constantly review and update our School Plan for Student Achievement, ensuring that the best possible program is offered to our students. Our ELAC is very active in learning about language acquisition and literacy support. A group of 20-30 parents attend our monthly meetings which includes training on various topics to ensure their ability to be partners in their children's education. The Harrington PTA is active at our school with fundraisers and monthly meetings, as well as providing volunteers to support various grade-level activities and field trips. Our PTA is very supportive of enrichment activities in and out of the classroom.

This year's school plan includes increasing the number and variety of parent workshops on topics such as: health, nutrition, social development, mental health, behavioral supports, academic proficiency, and literacy support. The principal sends text messages and voice messages to parents regarding important information in order to increase parent communication.

Our PTA works collaboratively with our school in order to encourage parent participation at events after school as well as for our student recognition ceremonies. This year, we will continue with our awards program and have more students receiving awards every trimester. We believe celebrating student achievement is a great way to encourage parents to become involved in their child's educational journey.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	524	105	20.0
Female	255	250	51	20.4
Male	275	274	54	19.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	521	516	102	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	354	352	59	16.8
Foster Youth	--	--	--	--
Homeless	87	85	14	16.5
Socioeconomically Disadvantaged	490	484	97	20.0
Students Receiving Migrant Education Services	13	13	2	15.4
Students with Disabilities	123	121	43	35.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.52	1.23	1.51	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0.00
Female	0.39	0.00
Male	2.55	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Harrington School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among campus assistants, teachers and the principal.

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed by the PBIS/Safety Committee. The Safety Plan is updated annually in the fall and all revisions and updates are reviewed with the staff. Key elements of the Safety Plan focus on the visitor policy and emergency and evacuation procedures. A review of school safety, in general, is a regular item at our staff meetings.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, earthquake drills are held twice a year, and intruder/secure campus drills are held periodically.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		4	
2	20	3	1	
3	23		3	
4	31		3	
5	25	1	3	
Other	13	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	24		3	
2	23		4	
3	25		3	
4	24		3	
5	30		3	
Other	12	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		3	
2	24		3	
3	23		4	
4	24		3	
5	21	2	2	
Other	11	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	506

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,965.36	93.58	4132.41	104669.46
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	2.4	3.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-89.1	8.3

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

Fiscal Year 2023-24 Types of Services Funded

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Kamala School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Kamala School
Street	634 West Kamala Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1548
Principal	Brian Blevins
Email Address	bblevins@oxnardsd.org
School Website	https://www.oxnardsd.org/KamalaElementary
Grade Span	K-8
County-District-School (CDS) Code	56725386055339

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

The goal of Kamala School is to provide each student with a challenging and rigorous curriculum. We believe every child can achieve academic success. To this end, every child will be provided with quality instructional experiences, which recognize, support, and maintain high expectations for all students. We use assessment results, teacher observations, and other data to drive and refine our instruction, and ensure all students are successful. We believe providing high quality primary instruction is the best way to support student success. Our staff continues to implement curriculum that is based on the Common Core State Standards in Language Arts, English Language Development, and Math. Kamala is a Biliteracy school with a focus on art and technology. The goal of the program is for every participating student to be bilingual and biliterate, in Spanish and English, by

2024-25 School Description and Mission Statement

8th grade.

We believe that the social-emotional needs of students must be met in order to ensure academic success. To this end, we have an outreach coordinator and two counselors. These team members assist us in our efforts to meet the needs of all our students and provide families with the support they need in all areas. As principal, I would like to extend a warm welcome to all parents to join with our staff in supporting Kamala School's vision and mission. Whether in a formal way, such as joining our School Site Council, English Learner Advisory Committee or PTA, or simply by supporting your child with his or her work, parents play a huge role in the success of their child. It will take the efforts of all of us to provide a strong instructional program and ensure all our students achieve their full potential.

Vision...Our vision is to empower students to persevere in becoming critical thinkers and positive leaders.

Mission...Our mission is to provide a nurturing and rigorous academic environment that promotes character development, cultivates resilience, and a passion for learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	95
Grade 2	94
Grade 3	88
Grade 4	97
Grade 5	105
Grade 6	109
Grade 7	108
Grade 8	117
Total Enrollment	882

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	0.1
Hispanic or Latino	98.5
Two or More Races	0.2
White	0.8
English Learners	65.5
Homeless	20.6
Migrant	3.7
Socioeconomically Disadvantaged	96.1
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.20	89.98	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	1.30	2.92	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	5.76	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.60	1.32	39.00	5.40	18854.30	6.86
Total Teaching Positions	46.90	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.30	89.91	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	4.70	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.43	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	2.20	4.91	38.90	5.39	15831.90	5.67
Total Teaching Positions	46.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.50	92.91	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.48	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.74	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.80	1.86	38.30	5.28	14303.80	5.15
Total Teaching Positions	44.60	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	1.10	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.10	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.20	0.1
Local Assignment Options	0.70	0.00	0.1
Total Out-of-Field Teachers	2.70	0.20	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.6	12.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	3.3

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Kamala School, originally constructed in 1952, is currently comprised of 35 classrooms, a cafeteria, a library, two computer labs, a staff lounge, one RSP and Speech room, one support room, and two playgrounds. A two-story building to house students was completed in November of 2008. This building houses 20 classrooms, 3 science labs, a common room, counselor office, speech room and 2 RSP rooms. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	28	29	30	46	47
Mathematics (grades 3-8 and 11)	14	17	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	623	618	99.20	0.80	28.48
Female	316	313	99.05	0.95	31.63
Male	307	305	99.35	0.65	25.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	613	608	99.18	0.82	27.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	328	324	98.78	1.22	8.95
Foster Youth	--	--	--	--	--
Homeless	129	127	98.45	1.55	22.83
Military	0	0	0	0	0
Socioeconomically Disadvantaged	601	597	99.33	0.67	27.30
Students Receiving Migrant Education Services	15	14	93.33	6.67	7.14
Students with Disabilities	87	87	100.00	0.00	1.15

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	623	620	99.52	0.48	16.77
Female	316	315	99.68	0.32	16.83
Male	307	305	99.35	0.65	16.72
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	613	610	99.51	0.49	17.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	328	326	99.39	0.61	9.51
Foster Youth	--	--	--	--	--
Homeless	129	129	100.00	0.00	16.28
Military	0	0	0	0	0
Socioeconomically Disadvantaged	601	599	99.67	0.33	16.19
Students Receiving Migrant Education Services	15	15	100.00	0.00	0.00
Students with Disabilities	87	87	100.00	0.00	1.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.13	13.64	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	223	220	98.65	1.35	13.64
Female	116	114	98.28	1.72	14.91
Male	107	106	99.07	0.93	12.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	222	219	98.65	1.35	13.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	100	99	99.00	1.00	3.03
Foster Youth	--	--	--	--	--
Homeless	48	48	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	215	213	99.07	0.93	11.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	96%	96%	96%	96%
Grade 7	100%	99%	100%	98%	100%

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Kamala School believes that "it takes a village to raise a child" and we make all efforts to invite parents into school as well as having staff venture out into the community:

Parent involvement within the school:

- Parent Teacher Association (PTA). The PTA works with the community and leads school fundraisers, events, and field trips.
- Parents are very active in school committees such as School Site Council and the English Learner Advisory Committee. We invite parents to join us at Coffee with Us/Cafe con nosotros meetings at which information is provided on various topics from school staff and community members.
- Parents are also invited to participate in parent workshops with our social worker, Disciplina Positiva, Family Literacy Nights, Math Nights, Back to School Night, Open House and art shows.
- Parents are also encouraged to volunteer at the school. Please let your child's teacher know if you are interested in becoming a chaperone for a field trip or assisting in the classroom. Please contact the school office at (805) 385-1548 with any questions regarding opportunities for involvement within the school.

Kamala efforts outside the school:

- First Day of School Staff Parade occurs around the community in order to create excitement among students and families for the school year.
- A community luncheon at Channel Island apartments occurred on October 14. Staff, parents, and students enjoyed and built relationships while "breaking bread" together.

While formal opportunities for involvement like the ones described above are always encouraged, all parents can support the mission and vision of our school by supporting their child at home. Ensuring that students read each night, utilize educational apps such as Lexia and ST Math, and speak with students about what they are learning in school, is an important part of parental involvement in the school.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	912	901	159	17.6
Female	442	438	76	17.4
Male	470	463	83	17.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	899	888	158	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	633	624	104	16.7
Foster Youth	--	--	--	--
Homeless	204	200	43	21.5
Socioeconomically Disadvantaged	877	866	154	17.8
Students Receiving Migrant Education Services	42	41	2	4.9
Students with Disabilities	131	129	31	24.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.89	5.94	2.52	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.10	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.52	0.00
Female	1.36	0.00
Male	3.62	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.37	0.00
Foster Youth	0.00	0.00
Homeless	4.41	0.00
Socioeconomically Disadvantaged	2.62	0.00
Students Receiving Migrant Education Services	2.38	0.00
Students with Disabilities	3.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Kamala School. Supervision is provided to ensure the safety of each student before school, between classes, during breaks, at lunch, and after school. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among campus supervisors, teachers, and administrators. In addition, we partner with School Resource Officers to support safety for all students.

To safeguard the well-being of students and staff, a Comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the winter. All revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the visitor policy, emergency plans and materials, and evacuation procedures. The Safety Plan is approved annually by the Oxnard School District Board of Education

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are monthly and they rotate between fire drills, earthquake drills, and lockdown drills.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		4	
2	23		4	
3	22		5	
4	26	1	3	
5	27	1	3	
6	25	10	29	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		4	
2	23		4	
3	24		4	
4	27	1	3	
5	25	1	3	
6	21	17	19	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		4	
2	24		4	
3	22	1	3	
4	32		2	
5	22	1	4	
6	25	5	24	2
Other	21	1	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	678.46

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3980.42	58.79	3921.63	91032.21
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-2.9	-10.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-93.2	-5.6

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

Fiscal Year 2023-24 Types of Services Funded

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Lemonwood TK-8 School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Lemonwood TK-8 School
Street	2001 San Mateo Place
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1551
Principal	Carlos Valdovinos
Email Address	cvaldovinos@oxnardsd.org
School Website	www.oxnardsd.org/lemonwood
Grade Span	K-8
County-District-School (CDS) Code	56725386100333

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Vision: We strive to educate, inspire and empower each student through communication, arts, and technology to become successful and productive citizens in a culturally diverse 21st century.

Mission: "Learners Today. Leaders Tomorrow."

Principal's Message:

Welcome back to our Lemonwood learning community! We hope you are looking forward to the exciting and safe new school

2024-25 School Description and Mission Statement

year that our Faculty, Staff, and Students have planned.

We know that change and new beginnings can be both exciting and difficult, but at Lemonwood, we will continue to model resiliency and grit while we emphasize learning at high levels as we provide all students with the academic and social-emotional support they will need in order to earn good grades and maintain excellent attendance and conduct, as they prepare for the next steps in their education with a plan towards college or a career. We have very high expectations for all our students and depend on the support of our educational partners to continue to build our positive school culture. Arriving to school and classes on time is essential, The dismissal time is dependent upon grade and day, however, our start time on campus is at 8:00am daily for all students. Being on time and prepared to learn every day are the key elements to student success.

Parents are always welcome to visit our campus to get information and ask for assistance. We look forward to many opportunities to work together with our families for the overall success of our students. Please do not hesitate to call the Main Office at (805) 385-1551 with any general questions, to volunteer or seek any assistance.

This year, Coffee with the Principal will be started as a place for you to come to campus and to engage in discussions about our vision on how to make Lemonwood the best place and space for all our kids.

Respectfully,

Carlos Valdovinos
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	69
Grade 2	68
Grade 3	91
Grade 4	96
Grade 5	96
Grade 6	110
Grade 7	97
Grade 8	106
Total Enrollment	853

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Asian	0.1
Black or African American	0.2
Filipino	1.3
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.2
White	2
English Learners	62.3
Homeless	19.7
Migrant	6.2
Socioeconomically Disadvantaged	94.4
Students with Disabilities	13.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.90	94.70	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.09	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.70	4.18	39.00	5.40	18854.30	6.86
Total Teaching Positions	41.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.60	92.16	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.16	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.16	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.53	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.70	3.95	38.90	5.39	15831.90	5.67
Total Teaching Positions	43.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.90	85.12	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	1.10	2.47	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	9.10	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.19	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.09	38.30	5.28	14303.80	5.15
Total Teaching Positions	45.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.50	4
Misassignments	0.00	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.50	4.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00	1
Local Assignment Options	0.00	0.60	0
Total Out-of-Field Teachers	0.40	0.60	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matemáticas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lemonwood School was completed in fall 2018 and is currently comprised of 44 classrooms, an RSP room, a cafeteria, a library, two computer labs, a staff lounge, one speech room, and two playgrounds. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom # 303: 1 missing ceiling tile. Classroom # 311: 1 missing ceiling tile. Classroom # 362: 2 missing ceiling tiles. Multipurpose Room Girls R.R.: Patch and pain 1 wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom # 306: 1 light out. Corner Girls Restroom: 1 light out. Mulitpurpose RM Storage: Exit sign missing electrical cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Lower 300's Girls R.R.: 1 light out. Soap dispenser needs to be replaced. Multipurpose Room Women R.R.: Toilet valve leaking. Upper Boy's Restroom: 1 light out. 1 sink not working. Patch and paint walls. Upper Girl's Restrooms: 1 light out. 2 sinks not working. Paint and patch walls.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	29	29	30	46	47
Mathematics (grades 3-8 and 11)	17	18	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	624	584	93.59	6.41	29.45
Female	318	295	92.77	7.23	33.22
Male	306	289	94.44	5.56	25.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	597	558	93.47	6.53	29.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	14	13	92.86	7.14	15.38
English Learners	289	254	87.89	12.11	11.02
Foster Youth	0	0	0	0	0
Homeless	147	118	80.27	19.73	21.19
Military	0	0	0	0	0
Socioeconomically Disadvantaged	597	559	93.63	6.37	28.80
Students Receiving Migrant Education Services	47	39	82.98	17.02	30.77
Students with Disabilities	87	84	96.55	3.45	7.14

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	624	616	98.72	1.28	18.02
Female	318	313	98.43	1.57	15.02
Male	306	303	99.02	0.98	21.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	597	590	98.83	1.17	17.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	14	13	92.86	7.14	15.38
English Learners	289	283	97.92	2.08	6.36
Foster Youth	0	0	0	0	0
Homeless	147	147	100.00	0.00	10.20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	597	591	98.99	1.01	17.26
Students Receiving Migrant Education Services	47	47	100.00	0.00	23.40
Students with Disabilities	87	85	97.70	2.30	2.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.42	16.35	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	214	208	97.20	2.80	16.35
Female	108	106	98.15	1.85	13.21
Male	106	102	96.23	3.77	19.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	207	202	97.58	2.42	14.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	81	79	97.53	2.47	1.27
Foster Youth	0	0	0	0	0
Homeless	44	43	97.73	2.27	9.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	200	97.56	2.44	15.50
Students Receiving Migrant Education Services	18	18	100.00	0.00	11.11
Students with Disabilities	34	33	97.06	2.94	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93%	94%	93%	93%	94%
Grade 7	95%	95%	96%	95%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

We invite and welcome our parents and educational partners to be part of the Lemonwood TK-8 School community. We know that having educational information empowers us to better support our children to achieve more. We hope to see you at our regular meetings for School Site Council, English Language Advisory Committee, Title I Meetings, Parent-Teacher Association, as well as family nights and parent workshops. Furthermore, this year we are including time to talk and collaborate during Coffee with the Principal events throughout the year to discuss what we can do to create an even greater community bond and foster teamwork here at Lemonwood. We also encourage you to maintain open communication with your child's teacher(s) and support staff. We take pleasure in recognizing student growth each trimester during the growth parade and our goal is to have one community event per trimester. Please remember that you are the number one advocate for your child and we invite you to be part of our team. We understand that for various reasons, attending in-person meetings is not always possible, however, we send out surveys multiple times a year so that you can share your experience with us. Lastly, this year, we are looking forward to bringing Academic Achievement Awards evenings to our community and celebrating the achievement of our Lemonwood Lions!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	899	132	14.7
Female	464	452	60	13.3
Male	455	447	72	16.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	11	11	3	27.3
Hispanic or Latino	884	864	123	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	3	16.7
English Learners	587	571	77	13.5
Foster Youth	--	--	--	--
Homeless	227	216	33	15.3
Socioeconomically Disadvantaged	870	852	121	14.2
Students Receiving Migrant Education Services	79	77	11	14.3
Students with Disabilities	128	126	23	18.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.04	3.34	4.90	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.90	0.00
Female	1.08	0.00
Male	8.79	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	0.00
English Learners	4.26	0.00
Foster Youth	0.00	0.00
Homeless	3.96	0.00
Socioeconomically Disadvantaged	4.83	0.00
Students Receiving Migrant Education Services	3.80	0.00
Students with Disabilities	10.16	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority for Lemonwood TK-8 School's administration and staff. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus assistants and all school personnel. In order to maintain a safe and secure campus, all guests on campus anytime during school hours must report and sign-in at the office, upon which time a visitor's pass will be issued. Authorized adults picking up students during school hours must present a valid picture identification and be on the student's emergency contact card filed with the school.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the fall; and all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lock down drills are held every trimester.

As part of a positive school climate and culture, every staff member at Lemonwood TK-8 School is trained in the CHAMPS (Communication, Help, Action, Movement, Participation, and Success) model for teachers and all staff to effectively manage student behavior in a proactive, positive, and instructional manner. In addition, staff models and teaches our school expectations using School-wide Positive Behavior Plan including our ROARS guidelines for success.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		4	
2	23		4	
3	16	3	3	
4	21	3	2	
5	16	4	2	
6	23	10	21	
Other	4	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	24		3	
2	23		4	
3	16	2	4	
4	15	5	1	
5	19	5		
6	20	18	17	
Other	18	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		3	
2	23		3	
3	15	2	4	
4	19	2	3	
5	16	4	2	
6	21	11	26	
Other	17	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	568.67

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3892.81	124.37	3768.45	86008.90
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-6.9	-15.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-96.3	-11.3

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dr. Manuel M. Lopez Academy of Arts and Sciences

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Dr. Manuel M. Lopez Academy of Arts and Sciences
Street	647 W. Hill Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1545
Principal	Mr. Genaro Magana
Email Address	gmagana@oxnardsd.org
School Website	www.oxnardsd.org/lopezacademy
Grade Span	6-8
County-District-School (CDS) Code	56725386055305

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Dr. Manuel M. Lopez Academy of Arts and Sciences is a 6th-8th grade magnet school with a focus on the Arts and Sciences and is open to students interested in the arts from throughout the Oxnard School District through the district's open enrollment process. Lopez Academy maintains a learning environment that encourages high expectations for all students and has established an academic goal of increased achievement and continuous growth for all students in the areas of reading and math.

Lopez Academy promotes a safe, orderly, caring and supportive learning environment that prepares students for college and

2024-25 School Description and Mission Statement

career success. Student well-being is fostered by positive relationships with other students and staff through focused community-building efforts. The CHAMPS program is utilized throughout the campus to support Positive Behavioral Intervention and Supports (PBIS) and school climate goals. Restorative Practices are regularly utilized in classrooms and across the school as appropriate. The arts program at Lopez provides students with a variety of elective class offerings including Band, Guitar and Fine Arts. Other electives are: Environmental Science, Study Skills, AVID, AVID Excel, and a DLI cohort at each grade level. Lopez students have access to the Oxnard Scholars After School Program (ASP), which offers additional support for students throughout the year. The ASP provides academic assistance, enrichment activities, and a large variety of sports within a year-long program. This year, we offered approximately 20 school clubs before and after school.

Lopez student Guidelines for Success spell the acronym "JAGS" and stand for:
Jaguars show respect and kindness
Are responsible and safe
Give their best
Seek a growth mindset

Vision Statement - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens.

Mission Statement - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

Instructional Focus- All students will listen, speak, read, and write in every class, every period, every day.

Standards of Excellence- Lopez community is committed to equity, service, accountability, and integrity.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	248
Grade 7	228
Grade 8	266
Total Enrollment	742

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Asian	0.1
Black or African American	0.4
Filipino	0.7
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.3
White	3.8
English Learners	41.9
Homeless	12.7
Migrant	2.3
Socioeconomically Disadvantaged	95.3
Students with Disabilities	22.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.40	87.29	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	5.19	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	3.50	7.50	39.00	5.40	18854.30	6.86
Total Teaching Positions	47.40	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.10	79.80	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.27	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.07	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	3.77	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	5.30	12.05	38.90	5.39	15831.90	5.67
Total Teaching Positions	44.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	75.72	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	2.35	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	9.23	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.14	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	4.00	10.54	38.30	5.28	14303.80	5.15
Total Teaching Positions	38.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.90	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.90	3.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0
Local Assignment Options	2.40	0.80	0.8
Total Out-of-Field Teachers	2.40	1.60	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.7	14.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	5.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lopez Academy, originally constructed in 1954, was fully renovated in 1998. The campus is currently comprised of 39 classrooms, three science labs, a library, three computer labs, a cafeteria/multipurpose room, a staff lounge, and an athletic field. The most recent inspections resulted in a "Exemplary" to "Good" rating in all areas.

Year and month of the most recent FIT report 7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room # 1601: Floor is chipped by door. Room # 1605: Ceiling fell in the classroom . Room # 505: 1 wall needs paint. Room # 602: Patch hole in wall under window. Room # 905: Repair big hole under TV.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room # 305: Door to room is hard to open with key. Room # 601: Door is hard to open with key.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	31	29	30	46	47
Mathematics (grades 3-8 and 11)	15	18	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	749	731	97.60	2.40	30.78
Female	346	337	97.40	2.60	35.31
Male	403	394	97.77	2.23	26.90
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	707	690	97.60	2.40	30.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	29	96.67	3.33	37.93
English Learners	220	212	96.36	3.64	7.08
Foster Youth	0	0	0	0	0
Homeless	108	104	96.30	3.70	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	715	699	97.76	2.24	30.04
Students Receiving Migrant Education Services	18	18	100.00	0.00	16.67
Students with Disabilities	185	177	95.68	4.32	9.04

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	750	722	96.27	3.73	17.83
Female	347	335	96.54	3.46	17.42
Male	403	387	96.03	3.97	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	708	682	96.33	3.67	17.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	28.57
English Learners	220	210	95.45	4.55	1.92
Foster Youth	0	0	0	0	0
Homeless	108	103	95.37	4.63	17.65
Military	0	0	0	0	0
Socioeconomically Disadvantaged	716	690	96.37	3.63	17.06
Students Receiving Migrant Education Services	18	17	94.44	5.56	5.88
Students with Disabilities	185	172	92.97	7.03	9.30

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.79	12.65	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	258	96.99	3.01	13.18
Female	125	122	97.60	2.40	11.48
Male	141	136	96.45	3.55	14.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	254	247	97.24	2.76	12.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	62	96.88	3.12	0.00
Foster Youth	0	0	0	0	0
Homeless	31	28	90.32	9.68	10.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	243	96.81	3.19	12.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	54	93.10	6.90	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93%	94%	94%	94%	91%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parental involvement is encouraged and valued at Lopez Academy and parents are provided a variety of opportunities to become more involved. Workshops and parent trainings, including Mother-Daughter classes and Project 2 Inspire classes are offered throughout the year. Parents are also encouraged to become active participants in our English Learner Advisory Committee (ELAC), School Site Council (SSC), and our Parent Teacher Association (PTA). Information for participation in all committees is shared at Back to School Night, Open House, award ceremonies, school-wide events, and through site communications. Lopez Academy also provides all families with parent webinars regarding school wide news and activities.

PTA provides parents an opportunity to participate in supporting school programs such as the PTA Reflections Art Competition, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council works with the principal directly to approve and monitor the school plan, provides feedback on issues relevant to school governance, and conducts annual reviews of the School-Parent Compact, School Safety Plan, Site budget, and Parent Involvement Policy. Please call (805) 385-1545 to reach out to any site administrator for information on becoming involved at Lopez Academy.

Finally, parents are invited to our Dia de los Muertos and Cinco de Mayo events at school where they participate in cultural awareness activities and learn about multiple community resources available to them. Also, parents attend several games in support of their children playing basketball, flag football, soccer, and volleyball.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	792	776	207	26.7
Female	370	359	103	28.7
Male	422	417	104	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	746	730	197	27.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	32	7	21.9
English Learners	332	323	86	26.6
Foster Youth	--	--	--	--
Homeless	117	114	42	36.8
Socioeconomically Disadvantaged	753	740	199	26.9
Students Receiving Migrant Education Services	23	23	3	13.0
Students with Disabilities	194	192	61	31.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	11.68	11.74	8.08	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.13	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.08	0.13
Female	4.05	0.00
Male	11.61	0.24
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.04	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.50	0.00
English Learners	9.34	0.30
Foster Youth	0.00	0.00
Homeless	5.13	0.85
Socioeconomically Disadvantaged	7.97	0.13
Students Receiving Migrant Education Services	13.04	0.00
Students with Disabilities	8.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Providing a safe and secure learning environment for students and staff is a priority at Dr. Manuel M. Lopez Academy of Arts and Sciences. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Training is provided to campus supervisors on strategies to maintain a positive and orderly campus environment. All visitors to Lopez Academy of Arts and Sciences must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among campus aides, teachers, school staff and administration.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which includes input from classified, certificated, and administrative staff members. The Safety Plan is updated annually and revisions and updates are reviewed with staff. Additional information is shared with staff regarding practice drills and safety issues that arise throughout the year. Key elements of the Safety Plan focus on supervision, disaster drills, and emergency procedures.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Monthly safety drills are held regularly and include fire drills, earthquake drills, and lockdown/evacuation drills with the support and feedback of our School Resource Officers.

Our Comprehensive School Safety Plan was reviewed with our staff, law enforcement, and fire department in January 2024. The plan reviews the plan for campus supervision, student assemblies, and reviews our school's Guidelines for Success (JAGS). Also, we outline the plan for our Where Everyone Belongs (WEB) program and professional development or referrals to community agencies to support students with behavioral and social-emotional supports.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	14	1
Mathematics	22	10	13	1
Science	25	5	16	1
Social Science	25	7	12	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	19	1
Mathematics	25	6	11	3
Science	25	4	17	
Social Science	24	7	12	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	10	3
Mathematics	22	9	11	2
Science	21	11	10	2
Social Science	21	11	10	2

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	371

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4032.01	135.15	3896.86	98814.71
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-3.5	-1.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-93.7	2.6

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

Fiscal Year 2023-24 Types of Services Funded

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Marina West Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Marina West Elementary School
Street	2501 Carob Street
City, State, Zip	Oxnard, CA 93035
Phone Number	(805) 385-1554
Principal	Terry Lopez
Email Address	tlopez@oxnardsd.org
School Website	www.oxnardsd.org/marinawest
Grade Span	K-5
County-District-School (CDS) Code	56725386055347

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Marina West School is dedicated to teaching and learning that meets the diverse needs of all students. Our goal is to provide a rigorous learning environment that empowers each student to achieve state academic standards and embody the qualities outlined in the Oxnard School District's Student Profile:

- Confident and solution-oriented, demonstrating a growth mindset and advocating for themselves and others
- Collaborative learners who communicate effectively and learn alongside others
- Creative writers, successful readers, and critical mathematical thinkers

2024-25 School Description and Mission Statement

- Prepared for high school, college, and career opportunities
- Skilled in technology, arts, academics, and language, ready to lead and succeed
- Compassionate, multilingual, multicultural, and globally-minded
- Able to demonstrate their knowledge on state and local assessments across all academic areas

This will be accomplished by intentionally providing our students with a challenging academic program by emphasizing full implementation of the Common Core State Standards (CCSS). Technology is emphasized by implementing 1:1 devices for all students in grades TK-5, including supporting instructional apps and programs such as Lexia, ST Math and Star assessments. The core curriculum includes World of Wonders (TK), Wonders (K-5), and My Math. We are implementing the Next Generation Science Standards (NGSS) using Twig Science. The teaching staff at Marina West is committed to the process of implementing CCSS and is dedicated to higher-level thinking and learning for all students. Our teaching staff is collaboratively teaming for English Language Development (ELD) and a flexible learning block of time 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.

Additionally, Marina West focuses on Positive Behavior Intervention Support through the Shark Guidelines for Success. We use our Multi-Tiered System of Support (MTSS) process to meet the needs of the whole child, including academics, behavior, and social/emotional needs. Parents and community members play an active role in the daily school activities and have multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the Principal, Coffee with the Outreach Specialist and Counselor, PTA meetings, monthly informational calendar, Parent Square, marquee messages, school website, and Twitter.

Our strand focus is STEAM. 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 weekly to enhance not only science but also technology, engineering, art, and mathematics. Teachers make use of varied activities to engage students and creatively foster our students' imaginations.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	45
Grade 2	93
Grade 3	71
Grade 4	67
Grade 5	75
Total Enrollment	428

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
Black or African American	1.2
Filipino	0.7
Hispanic or Latino	93.5
Two or More Races	1.2
White	3.5
English Learners	36.7
Foster Youth	0.9
Homeless	7.9
Migrant	2.3
Socioeconomically Disadvantaged	90.4
Students with Disabilities	28.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	84.71	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	7.65	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.65	39.00	5.40	18854.30	6.86
Total Teaching Positions	26.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	82.69	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.69	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	2.50	9.62	38.90	5.39	15831.90	5.67
Total Teaching Positions	26.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	88.09	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.91	38.30	5.28	14303.80	5.15
Total Teaching Positions	25.10	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	2.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Marina West School, originally constructed in 1964, is currently comprised of 30 classrooms, a cafeteria, a library, two computer labs, a staff lounge, and two playgrounds. New construction to modernize early childhood classrooms will begin in January of 2025. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Bldg. # 700 Boys Restroom: Missing soap dispenser. 1 faucet not working, 1 light out. Room # 1101: Missing 2 ceiling tiles. Room # 1102: Broken blind rail. 5 lights are out. Room # 504: Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room # 201 Kindergarten: 5 lights out. Room # 503: 1 light out Room # 901: 1 light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bldg. # 1200 Girls Restroom: 1 broken toilet. Bldg. # 700 Boys Restroom: Missing soap dispenser. 1 faucet not working, 1 light out. Bldg. # 700 Girls Restroom: Faucet is loose and not working. Bathroom stall broken.
Safety: Fire Safety, Hazardous Materials	X			Bldg. # 600 Girls Restroom: Broken faucet.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room # 1102: Broken blind rail. 5 lights are out. Room # 1201: Broken blinds. Room # 1202: 1 light is out. Several blinds missing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	24	29	30	46	47
Mathematics (grades 3-8 and 11)	18	28	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	206	100.00	0.00	24.27
Female	91	91	100.00	0.00	24.18
Male	115	115	100.00	0.00	24.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	23.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	60	60	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	184	100.00	0.00	21.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	68	100.00	0.00	2.94

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	206	100.00	0.00	27.67
Female	91	91	100.00	0.00	21.98
Male	115	115	100.00	0.00	32.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	27.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	60	60	100.00	0.00	23.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	184	100.00	0.00	26.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	68	100.00	0.00	8.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.58	22.22	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	22.22
Female	29	29	100.00	0.00	20.69
Male	43	43	100.00	0.00	23.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	20.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	96%	97%	97%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Marina West, we believe that parents play an essential role in strengthening the home-school partnership. Active parent participation greatly enriches our school community, fostering our students' academic and social-emotional growth. Throughout the year, we offer many opportunities for families to engage and connect. We invite you to attend Family Nights focused on literacy, mathematics, science, and technology. Other popular events include our annual Books and Blankets event, Book Fair, seasonal activities like the Halloween Parade, and Parent-Teacher Conferences where we discuss student progress, strengths, and ways to support learning.

Parents are also encouraged to join our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA), as well as Coffee with the Principal and Coffee with the ORC and Counselor. We host informational nights on topics like bullying, technology support and offer classes such as Project to Inspire. The PTA provides even more ways for parents to contribute through fundraising activities that support our school programs. Other ways to participate include Back to School Night, awards assemblies, and our Spring Open House. While formal Parent-Teacher Conferences are held in the fall and spring, teachers are available to connect with families throughout the year.

We look forward to partnering with our community to create a supportive, enriching environment for our students!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	447	136	30.4
Female	202	196	62	31.6
Male	259	251	74	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	430	417	128	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	4	25.0
English Learners	178	169	36	21.3
Foster Youth	--	--	--	--
Homeless	49	46	12	26.1
Socioeconomically Disadvantaged	419	407	126	31.0
Students Receiving Migrant Education Services	18	16	2	12.5
Students with Disabilities	143	143	48	33.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.07	2.48	2.82	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.82	0.00
Female	0.50	0.00
Male	4.63	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	1.12	0.00
Foster Youth	0.00	0.00
Homeless	6.12	0.00
Socioeconomically Disadvantaged	2.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Marina West Elementary School, the safety of our students and staff is our top priority. As a closed campus, all visitors must sign in at the office and always wear a visible visitor's pass. Parent volunteers, who regularly assist our school, must complete the fingerprinting process for security clearance. We provide comprehensive supervision, ensuring student safety before school, during breaks, at lunch, and after school, with oversight from campus assistants, teachers, and school administration. Our supervision team includes five dedicated campus assistants.

To strengthen safety protocols, our staff has developed a thorough, Comprehensive School Site Safety Plan, incorporating feedback from the school community. This plan was reviewed with staff and presented to the English Learner Advisory Committee (ELAC) and the School Site Council. Key components include our visitor policy, playground supervision guidelines, disaster preparedness drills, emergency supplies, and evacuation protocols.

Marina West Elementary complies with all laws, rules, and regulations related to hazardous materials and state earthquake safety standards. We conduct regular safety drills: monthly fire drills and earthquake and lockdown drills three times yearly.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	23		3	
2	23		3	
3	22		3	
4	28		3	
5	28		3	
Other	11	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	22		4	
2	23		3	
3	23		3	
4	32		2	
5	28		3	
Other	12	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	22		2	
2	21	1	3	
3	22	1	2	
4	21	1	2	
5	23	2	2	
Other	16	2	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	428

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4098.64	146.74	3951.90	105351.78
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-2.1	4.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-92.6	9.0

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Thurgood Marshall TK-8 School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Thurgood Marshall TK-8 School
Street	2900 Thurgood Marshall Drive
City, State, Zip	Oxnard, CA 93036
Phone Number	(805) 385-1557
Principal	Chantal Anderson Witherspoon
Email Address	candersonwitherspoon@oxnardsd.org
School Website	www.oxnardsd.org/marshall
Grade Span	K-8
County-District-School (CDS) Code	56725380100362

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

At Thurgood Marshall School, our Mission is to inspire students to reach their highest potential. 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.

Thurgood Marshall School was established in 2003 and is one of 21 schools within the Oxnard Elementary School District. The school prides itself on its foundation of rich culture and values. The Oxnard School District Student Profile and Standards of

2024-25 School Description and Mission Statement

Excellence compel us to collaborate, innovate, persevere, and excel. At Thurgood Marshall School, our classes include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, and Visually Impaired special programs. Thurgood Marshall's Academy focus is Visual and Performing Arts. Our students are exposed to a variety of art mediums and opportunities for music. These include music classes for elementary grades after school, and music electives for our middle school students. This year, through Prop 28 grant funds, a music teacher is being hired to serve our K-5 elementary students. This will allow a continuum of musical exposure and experience from grades K-8. Various musical performances are held throughout the school year to display the talent of our Marshall music scholars. The school strives to provide a culture of success and continues to afford opportunities for students to achieve academically in all areas.

Grade level and department meetings, as well as student monitoring conferences are held to track student progress and plan strategies to address student needs through the MTSS process. Teacher collaboration is a priority and teachers meet on a regular basis to review data and plan instruction. This is done through designated Tuesday meetings, as well as Wednesday collaboration days. Designated and Integrated ELD instruction occurs daily. Instruction in language arts, mathematics and other curricular subjects follows district-adopted curriculum and state standards. Additional programs are used in order to provide our students with various learning opportunities. The district-sponsored programs such as AR and MyOn help all students build their reading comprehension skills and encourage a love of reading. To support intervention and enrichment in reading and math, we use Lexia, Core 5, Power Up, Zearn, Desmos, and ST Math. A Literacy Intervention Teacher services students in K-3 through an intensive literacy program. An Intervention Support Provider (ISP) has been hired through categorical funds to target specific reading skills and concepts according to current data reports. Technology is utilized by all classes for research, and use of software programs and apps allow students additional time to practice and develop their skills in reading and mathematics.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	69
Grade 2	67
Grade 3	66
Grade 4	72
Grade 5	66
Grade 6	93
Grade 7	87
Grade 8	102
Total Enrollment	691

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.1
Asian	1.3
Black or African American	3.8
Filipino	2.2
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.3
White	8.2
English Learners	20.7
Foster Youth	0.7
Homeless	5.8
Migrant	1
Socioeconomically Disadvantaged	75.7
Students with Disabilities	19.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	82.37	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.32	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.39	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	4.50	11.90	39.00	5.40	18854.30	6.86
Total Teaching Positions	37.80	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.50	85.88	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.35	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	7.44	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.80	4.31	38.90	5.39	15831.90	5.67
Total Teaching Positions	42.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.30	82.57	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	7.22	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	4.00	10.21	38.30	5.28	14303.80	5.15
Total Teaching Positions	39.10	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.00	1.6
Misassignments	0.00	1.10	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	3.10	2.8

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00	0
Local Assignment Options	1.00	0.00	0
Total Out-of-Field Teachers	1.60	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.7	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matemáticas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Marshall School was originally constructed in 2003. In 2020, a two-story building was added, and it is now a K-8 school. It is currently comprised of 50 classrooms, a cafeteria, a library, a computer lab, a staff lounge, one Psychologist room, two Speech rooms, a Resource room, and two playgrounds. The most recent inspections resulted in a “Exemplary” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Bldg. # 400 HALLWAYS: Stained ceiling tiles. Classroom # 903: Stained ceiling tiles. Classroom # 951: Stained ceiling tiles. Classroom # 953: Missing ceiling tiles. Classroom # 954: Missing tackable surface by fire extinguisher. OFFICE: Toilet not flushing. Missing ceiling tiles in workroom. ROOM # 309 COMPUTER LAB: Replace damaged ceiling tiles. ROOM # 404: Paper towel dispenser id broken. ROOM # 701: Cracked floor tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Men's RR Room # 200: Missing light diffusers. Women's RR Room # 200: Missing light diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		BLDG. # 300 STAFF LOUNGE: Toilet has low pressure. Bldg. # 500 Boys Restroom: Replace soap dispenser. Bldg. # 500 Girls Restroom: Replace soap dispenser and paper towel dispenser. Sink is inoperable. Boys RR: Shattered paper towel dispenser. Girls RR: Broken toilet paper holder. OFFICE: Toilet not flushing. Missing ceiling tiles in workroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM # 102: Missing blinds ROOM # 403: Door is leaking oil. ROOM # 505: Door is leaking oil. Has too much air pressure and makes loud noise when door closes. ROOM # 605: Blinds need to be adjusted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	39	29	30	46	47
Mathematics (grades 3-8 and 11)	24	29	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	457	95.61	4.39	38.51
Female	236	229	97.03	2.97	42.79
Male	242	228	94.21	5.79	34.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	43.75
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	397	378	95.21	4.79	35.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	47.22
English Learners	77	77	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	13.04
Military	0	0	0	0	0
Socioeconomically Disadvantaged	368	353	95.92	4.08	34.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	93	90.29	9.71	11.83

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	458	95.62	4.38	28.82
Female	236	229	97.03	2.97	26.64
Male	243	229	94.24	5.76	31.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	12.50
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	398	379	95.23	4.77	24.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	50.00
English Learners	77	77	100.00	0.00	16.88
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	8.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	369	353	95.66	4.34	23.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	93	90.29	9.71	8.60

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.46	25.50	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	149	90.85	9.15	25.50
Female	77	73	94.81	5.19	27.40
Male	87	76	87.36	12.64	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	124	90.51	9.49	20.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	54.55
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	120	92.31	7.69	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	40	85.11	14.89	10.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	97%	98%	95%	98%
Grade 7	99%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Thurgood Marshall School benefits from an active parent community that works together to support student learning in numerous ways. Teachers host Parent-Teacher conferences in the fall and spring. Parents are encouraged to participate in our Marshall PTA, English Learner Advisory Committee (ELAC) and School Site Council (SSC). PTA sponsors fundraisers like Pop-Up Fridays, Take-out Tuesday Family Nights, as well as the Fun Run that support student enrichment and specific aspects of the school program. SSC offers involved parents the opportunity to discuss and to give input on decisions affecting the school program. Community representatives share topics of interest at regular ELAC parent meetings. Back to School Night and Coffee with the Principal, Counselor, and ORC are other opportunities for parents to receive information about Marshall's school program. Also, parents are active in school events such as Family Nights, Family Dance nights, Skating Parties, and student performance events. Parent workshops focused on Mathematics, Language Arts and Science are offered. Parent trainings are planned and offered on topics such as nutrition, safety, Parent Square (communication system) training, and Internet Safety. Parent trainings such as Loving Solutions and Parent Project are offered by our Outreach Specialist and School Counselor. All parents are welcome!

Every year in May, a school-wide Spring Fling showcases performances in music and dance from every grade. Parents and visitors can tour the Art Gallery to see exemplary art.

Additional opportunities for parents to be involved are found in volunteering. Parents volunteer in classrooms, at school events, coaching athletic teams, chaperone field trips, and participate in fundraising efforts.

Every effort is made to include parents as a vital part to the academic success and their child's school career.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	725	712	167	23.5
Female	340	333	70	21.0
Male	385	379	97	25.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	30	27	4	14.8
Filipino	15	15	0	0.0
Hispanic or Latino	601	591	152	25.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	59	59	10	16.9
English Learners	175	173	47	27.2
Foster Youth	--	--	--	--
Homeless	49	44	14	31.8
Socioeconomically Disadvantaged	557	548	144	26.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	142	38	26.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	7.56	2.73	3.17	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.17	0.00
Female	1.18	0.00
Male	4.94	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.47	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority of Marshall School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Our Positive Behavior Intervention System (PBIS) Team sets guidelines in continuing to work together to develop our school-wide student behavior plan. Supervision is a responsibility shared by all staff which includes Campus Assistants, Teachers, Support Staff, and the Marshall Administration Team. The PBIS Team supports by developing a system that teaches and reinforces student responsibility by following common expectations that lead to success. Our Guidelines for Success are visible throughout Marshall's campus as a constant reminder of student expectations. "PAWS" reminds Marshall students to be: Pawsitive, Achieving, Wise, and Safe.

A comprehensive School Site Safety Plan has been developed by the Safety Committee, comprised of classified staff, teachers, Assistant Principal and the Principal. The Safety Plan is updated annually. It is updated with staff in November, with law enforcement and the fire authority in January. All revisions and updates are reviewed with the whole staff. The Leadership Team, the Safety Committee, and School Site Council give input to review and update the plan. Key elements of the Safety Plan focus on the visitor policy, and emergency and evacuation procedures. Emergency supplies are inventoried on a yearly basis. All classrooms have Emergency Backpacks which include basic first aid supplies and other essentials.

The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and lockdown drills, are held monthly. Staff receives annual training on how to safely support students in the event of medical emergencies. Key office personnel and others receive CPR training. The district nurse trains specific staff to support students with medical plans.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		3	
2	24		3	
3	23		3	
4	24	1	3	
5	29		3	
6	28	4	9	8
Other	6	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	3	
1	23		3	
2	23		3	
3	23		3	
4	32		1	
5	30		2	1
6	24	6	20	
Other	7	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	22		3	
2	22		3	
3	22	1	2	
4	18	2	2	
5	16	3	2	
6	23	12	16	
Other	7	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	575.83

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4014.11	57.77	3956.34	97173.21
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-2.0	-3.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-92.5	0.9

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Christa McAuliffe Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Christa McAuliffe Elementary School
Street	3300 Via Marina Avenue
City, State, Zip	Oxnard, CA 93035
Phone Number	(805) 385-1560
Principal	Lynn Eborá
Email Address	leborá@oxnardsd.org
School Website	www.oxnardsd.org/Domain/1028
Grade Span	K-5
County-District-School (CDS) Code	56725380100362

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Christa McAuliffe Elementary School, nestled near the picturesque Seabridge Marina in Oxnard, California, proudly bears the name of American hero Christa McAuliffe. Established in 1980, the school is a vibrant learning community serving a diverse population of approximately 480 students, ranging from transitional kindergarten to grade five. Its dedicated and passionate staff includes classroom educators, music and art specialists, a school psychologist, speech and language pathologist, an outreach specialist, counselors, office personnel, paraeducators, custodial and child nutrition services staff. Students benefit from extended learning opportunities through academic support, an on-site After School Program, and year-round intervention and enrichment initiatives led by McAuliffe’s skilled teachers.

2024-25 School Description and Mission Statement

At Christa McAuliffe Elementary, we are guided by our Vision and Mission Statements, which reflect our unwavering commitment to empowering every child to achieve excellence and reach their full potential. Our Vision is to "Empower all children to achieve excellence by unlocking their full potential." Our Mission is to "Work together with families and community members to provide a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day."

Our focus on STEAM (Science, Technology, Engineering, Arts, and Mathematics) fosters a culture of success by integrating inquiry-based learning into classrooms at every grade level. Through enriching STEAM and Literacy activities, our students embody the enduring traits outlined in the Oxnard School District Student Profile: Innovator, Problem Solver, Achiever, Collaborator, Digital Learner, Global Thinker and Focused on the Future.

To support 21st-century learning, each classroom is equipped with advanced technology, including Promethean Boards, document cameras, and Wi-Fi. Every student is provided with a personal iPad, enabling access to online curriculum features, assessments, research tools, projects, and classwork. With the myON app, students explore over 10,000 books to meet individualized reading goals, while programs like Lexia CORE5 and ST Math help refine literacy and math skills. Our full-service library further enriches this experience, uniting Accelerated Reader books and myON on iPads for a differentiated, interest-driven, and goal-oriented approach to reading. Students visit the library weekly to select books with personalized guidance from our experienced library media technician.

We are dedicated to providing a safe, nurturing, and positive learning environment that supports an engaging and rigorous Common Core curriculum. By fostering self-esteem, leadership, and mutual respect among all students and staff, we aim to ensure that every child achieves at least one year of academic growth annually in an inclusive and welcoming environment.

Positive Behavioral Interventions and Supports (PBIS) are integral to our approach at McAuliffe. This comprehensive system promotes positive behavior in a respectful, proactive, and supportive manner throughout the school. By implementing C.H.A.M.P.S. and the S.T.O.I.C. approach across classrooms, common areas, and after-school programs, we create a positive and collaborative school culture. These strategies foster safe, effective learning environments and empower students, staff, and administrators to work together toward shared goals.

At McAuliffe Elementary, every student and staff member proudly declares: "It's always a great day to be a Challenger!"

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	75
Grade 2	49
Grade 3	89
Grade 4	101
Grade 5	91
Total Enrollment	500

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.4
Asian	1.2
Black or African American	3.4
Filipino	2.6
Hispanic or Latino	78.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.8
White	9.6
English Learners	25.2
Foster Youth	0.4
Homeless	10.4
Migrant	0.6
Socioeconomically Disadvantaged	76.6
Students with Disabilities	20.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	93.13	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.44	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.44	39.00	5.40	18854.30	6.86
Total Teaching Positions	29.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	90.55	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.53	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.60	5.92	38.90	5.39	15831.90	5.67
Total Teaching Positions	28.30	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	87.37	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.80	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.83	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	38.30	5.28	14303.80	5.15
Total Teaching Positions	27.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	2
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

McAuliffe School, originally constructed in 1989, is currently comprised of 38 classrooms, three SDC classrooms, a library, one computer lab, one multi-sensory room, a multi-purpose room, an RSP and Speech room, a teachers' lounge, and two playgrounds. This past summer one playground was completely replaced with a new one. A plan for modernization has received DSA approval. Work is scheduled to begin in January of 2025. The most recent inspections resulted in a "Exemplary" to "Exemplary" rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ASSISTANT PRINCIPALS OFFICE: Patch and paint walls. PRINCIPALS OFFICE: Patch and paint walls. ROOM # 101: Restroom floor damaged. ROOM # 102: Restroom floor damaged. ROOM # 103: restroom floor damaged. ROOM # 207: Paint outside wall. The paint is peeling. WEST WING BOYS RESTROOM: 1 Light is out. Clean, patch hole on ceiling.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM # 304: Missing window screen.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	30	29	30	46	47
Mathematics (grades 3-8 and 11)	29	27	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	275	97.86	2.14	29.82
Female	131	129	98.47	1.53	35.66
Male	150	146	97.33	2.67	24.66
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	229	224	97.82	2.18	26.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	26	25	96.15	3.85	52.00
English Learners	64	62	96.88	3.12	6.45
Foster Youth	--	--	--	--	--
Homeless	34	30	88.24	11.76	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	218	97.32	2.68	27.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	51	91.07	8.93	15.69

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	277	98.23	1.77	27.17
Female	132	131	99.24	0.76	23.66
Male	150	146	97.33	2.67	30.34
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	230	226	98.26	1.74	23.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	26	25	96.15	3.85	56.00
English Learners	65	64	98.46	1.54	10.94
Foster Youth	--	--	--	--	--
Homeless	34	31	91.18	8.82	16.13
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	220	97.78	2.22	24.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	52	92.86	7.14	11.54

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.25	19.51	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	83	97.65	2.35	19.28
Female	45	44	97.78	2.22	15.91
Male	40	39	97.50	2.50	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	14.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	66	97.06	2.94	13.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89%	93%	92%	93%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Christa McAuliffe Elementary fosters strong parent involvement and ensures clear, accessible communication through various channels. Families stay connected via the school website, ParentSquare, Facebook, Instagram, emails, phone calls, and Parent-Teacher Conferences. Regular updates are shared through the weekly Family Bulletin, ensuring parents are informed about events and opportunities.

Parents are encouraged to engage actively in leadership and advisory roles through the Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC). To enhance the home-school connection, the Outreach Specialist and School Counselor work closely with families, offering guidance and support.

Christa McAuliffe Elementary provides a range of events and activities to engage families, including Back to School Night, Open House, Kindergarten Reading on the Lawn, and Principal Chats. Parent education workshops address topics such as nutrition, the reclassification process for English Learners, and the importance of daily attendance. Spanish translation services are available to ensure inclusivity and accessibility for all families.

The school also values partnerships with local businesses and organizations, such as the City of Oxnard, Oxnard Police Department, Ventura County Behavioral Health, Ventura County Health, and the Oxnard Recreational Department, enriching experiences for students and families alike.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	531	156	29.4
Female	261	254	77	30.3
Male	289	277	79	28.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	17	17	3	17.6
Filipino	16	16	5	31.3
Hispanic or Latino	439	420	134	31.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	50	50	8	16.0
English Learners	155	141	37	26.2
Foster Youth	--	--	--	--
Homeless	73	64	24	37.5
Socioeconomically Disadvantaged	434	417	135	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	127	124	43	34.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.67	1.84	2.00	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.00
Female	1.15	0.00
Male	2.77	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	1.29	0.00
Foster Youth	0.00	0.00
Homeless	4.11	0.00
Socioeconomically Disadvantaged	2.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.15	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

To safeguard the well-being of McAuliffe students and staff, a Comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the fall with staff, student, and parent input and all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures. Final review with updates will take place in January of 2025.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills for fire, lockdown and earthquake drills are held regularly.

The safety of students and staff is a primary focus at McAuliffe Elementary School. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus assistants, teachers, other staff, and the school administrators. McAuliffe is a closed campus. A security camera outside the front door has been installed and all visitors to the campus must sign in at the office and wear a visitor's pass at all times.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	20	1	3	
2	24		4	
3	22		4	
4	28		2	
5	27		3	
Other	12	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	23		2	
2	23		3	
3	23		4	
4	29		3	
5	21	1	3	
Other	7	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	23		3	
2	22		2	
3	20	3	1	
4	31		3	
5	23	1	3	
Other	9	6		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	500

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4223.20	90.87	4132.33	106438.52
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	2.4	5.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-89.1	10.0

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

McKinna Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	McKinna Elementary School
Street	1600 South N Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 385-1563
Principal	Erika Ragan
Email Address	eragan@oxnardsd.org
School Website	www.oxnardsd.org/mckinna
Grade Span	K-5
County-District-School (CDS) Code	56725386055354

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

McKinna Vision:

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.

McKinna Mission:

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

2024-25 School Description and Mission Statement

environment where all students are supported academically, emotionally & socially. Our community and families are essential in achieving this mission!

The staff, parents, and students at McKinna School work together to support and maintain a safe and secure school environment that is conducive to learning and provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, and a high level of academic achievement. By the time students leave fifth grade, we want them to have the academic and social skills needed to be successful in the future. We are committed to empowering our students to be collaborators, innovators, problem solvers, digital learners, innovators, achievers, global thinkers and focused on the future. At McKinna, we celebrate the diversity of our student body and feel that all children benefit from knowing, learning about and experiencing other languages and cultures. McKinna is a learning community where student needs drive all decisions.

McKinna offers a Biliteracy Program using a 50/50 model which means our students receive instruction in both English and Spanish daily. Our students will have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

In addition to providing intentional, appropriate, academic, social and emotional support for students, McKinna staff will work diligently to foster strong partnerships with McKinna families. McKinna considers families the most essential partners in achieving goals within the School Plan for Student Achievement (SPSA). The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA; school events such as Family Fridays; family education opportunities like math and science nights; as well as forums for families to contribute to the educational opportunities for their children. All families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	70
Grade 2	114
Grade 3	86
Grade 4	96
Grade 5	70
Total Enrollment	570

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Black or African American	0.4
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.4
White	0.7
English Learners	76
Foster Youth	0.4
Homeless	16.3
Migrant	5.4
Socioeconomically Disadvantaged	95.1
Students with Disabilities	11.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	100.00	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	39.00	5.40	18854.30	6.86
Total Teaching Positions	25.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	95.44	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.93	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	0.60	2.59	38.90	5.39	15831.90	5.67
Total Teaching Positions	25.80	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	98.22	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.78	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	38.30	5.28	14303.80	5.15
Total Teaching Positions	28.00	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

McKinna School was completed and dedicated in February of 2020. This campus consists of 31 classrooms, administration offices, multi-purpose room, kitchen, lounge, library, playground, speech room, computer lab and 2 Pre-K classrooms. The most recent inspections resulted in a “Exemplary” to “Exemplary” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom # 410: Patch and pain walls. Classroom # 503: Replace 1 ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom # 431: 1 light out. Kinder Room # 501: 1light out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR: Missing soap dispenser.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom # 438: Front door weather strip needs replacement.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	18	29	30	46	47
Mathematics (grades 3-8 and 11)	18	17	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	256	249	97.27	2.73	18.47
Female	129	126	97.67	2.33	19.84
Male	127	123	96.85	3.15	17.07
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	253	246	97.23	2.77	18.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	166	159	95.78	4.22	6.92
Foster Youth	0	0	0	0	0
Homeless	45	42	93.33	6.67	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	242	97.19	2.81	17.77
Students Receiving Migrant Education Services	12	10	83.33	16.67	--
Students with Disabilities	32	31	96.88	3.12	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	253	99.22	0.78	17.39
Female	128	127	99.22	0.78	17.32
Male	127	126	99.21	0.79	17.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	252	250	99.21	0.79	17.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	165	163	98.79	1.21	9.82
Foster Youth	0	0	0	0	0
Homeless	45	44	97.78	2.22	11.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	246	99.19	0.81	16.67
Students Receiving Migrant Education Services	12	11	91.67	8.33	9.09
Students with Disabilities	32	31	96.88	3.12	6.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.82	14.49	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	14.49
Female	34	33	97.06	2.94	15.15
Male	36	36	100.00	0.00	13.89
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	14.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	33	32	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	13.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

McKinna considers families the most essential partners in achieving goals to improve student outcomes. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA; school events; family education opportunities through math and literacy nights; as well as forums for families to contribute to the educational opportunities for their children. Our Family Fridays allow parents to come and read with their children. Parent workshops are hosted to assist families in supporting students' academic and social-emotional development. Families will be informed of opportunities to be involved with our school through calls, text messages, emails, social media, our school website and weekly announcements.

In addition, McKinna partners with organizations to provide workshops for families. Agencies such as Ventura County Behavioral Health and Logrando Bienestar offer workshops and services to families for mental health support. McKinna's Outreach Consultant works with the school Social Worker to connect resources to families. Project 2 INSPIRE classes have been offered through District support to increase EL parent engagement, leadership and advocacy. In addition, McKinna staff offers opportunities for parents to attend workshops to promote literacy, math, technology, art and cultural events to support their child's education.

McKinna School also benefits from an extremely active and involved Parent-Teacher Association (PTA). The PTA works with the community through various school fundraisers, school activities and field trips.

In addition to being a decision-making body, parents within the SSC and ELAC are welcome to listen to speakers from the district and outside resources during designated ELAC, SSC, Title I meetings and special events. Information and resources to promote child safety, child nutrition, and child development are shared at these venues.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	608	145	23.8
Female	310	300	63	21.0
Male	318	308	82	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	615	596	144	24.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	485	469	102	21.7
Foster Youth	--	--	--	--
Homeless	141	129	28	21.7
Socioeconomically Disadvantaged	597	580	139	24.0
Students Receiving Migrant Education Services	52	50	13	26.0
Students with Disabilities	81	79	23	29.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.82	1.71	0.80	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.80	0.00
Female	0.00	0.00
Male	1.57	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.82	0.00
Foster Youth	0.00	0.00
Homeless	0.71	0.00
Socioeconomically Disadvantaged	0.84	0.00
Students Receiving Migrant Education Services	1.92	0.00
Students with Disabilities	1.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at McKinna School. 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. 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.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee and is reviewed regularly with the McKinna staff and the School Site Council on an annual basis. Key elements of the Safety Plan focus on playground supervision, emergency procedures, and the implementation of PBIS and restorative justice to create a safe and healthy environment for learning. The Safety Plan highlights strategies to promote student resilience and help development self-regulation, self-confidence, responsibility, and stress management, all factors leading to a safe environment.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lock down drills are held each

2024-25 School Safety Plan

trimester.

McKinna's campus is closed during hours when students are present. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among campus supervisors, teachers, staff and the school administration.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	24		4	
2	22		5	
3	21	3	1	
4	34			2
5	27		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	23		6	
2	23		4	
3	20	3	2	
4	27		3	
5	30		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		3	
2	23		5	
3	22	1	3	
4	32		3	
5	20	1	3	
Other	14	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	570

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3909.82	114.01	3795.81	89486.60
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-6.1	-11.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-95.8	-7.4

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Ramona Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Ramona Elementary School
Street	804 Cooper Road
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1569
Principal	Maria G. Baro
Email Address	mbaro@oxnardsd.org
School Website	https://www.oxnardsd.org/ramona
Grade Span	K-5
County-District-School (CDS) Code	56725386055362

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Ramona Elementary School is located on the east side of Oxnard, where the population is predominantly of Latino descent, with a significant immigrant population. Our school is comprised of 99.8% Hispanic or Latino, 98.3% socioeconomically disadvantaged, and 87.6% English language learners. Within our group of students who are designated as English language learners, 10.85% percent have a background of dialects such as Mixtec and Zapotec

Ramona's mission is to provide effective first instruction, promote a safe learning environment where students feel free to experiment and produce critical thinkers. At Ramona, all staff members are committed to the success of all students. We

2024-25 School Description and Mission Statement

critically examine and determine what actions empower our students and which areas need further development to achieve greater success. Professional Learning Community teams collaborate after assessment administration to analyze data from formative assessments, such as Star Early Literacy, Reading, and Math; CAASPP Interim Assessment Blocks; writing prompts; ELD assessments; curriculum-embedded assessments and summative (CAASPP, ELPAC) assessments to monitor and identify key learning targets. Teachers use grade-level data to plan lessons; identify instructional strategies; reflect, improve, and advance instructional practices; and target students' intervention and acceleration.

Ramona Elementary provides a 50/50 Biliteracy Program for all grades. Our literacy instruction includes compelling reading and writing strategies to support student-centered practice. We believe in the importance of first instruction and the idea that students learn to read and write through an inquiry-based balanced literacy approach, which includes mastery of foundational literacy skills.

We use technology to accelerate individualized and personalized learning while creating critical, independent thinkers. To create an environmentally responsible campus, we provide a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, and intellectual growth.

We have aligned our mission, vision, and purpose to reflect the Oxnard School District student profile, where our goal is to promote students with the following traits:

Collaborator: Students will be collaborative learners, able to communicate and learn through and with others.

Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.

Focused on the Future: Students will be high school, college, and career ready, challenged to select rigorous courses, and equipped with the tools, knowledge, and skills to be prepared for the future.

Global Thinker: Students will be compassionate, multilingual, and inclusive, able to understand and convey pride in their identity, heritage, and history.

Achiever: Students will demonstrate their knowledge of local and state measures in all academic areas.

Problem Solver: Students will be confident and solution-oriented, demonstrate a growth mindset, and advocate for themselves and others.

Innovator Students will be creative writers, successful readers, and mathematical thinkers, able to create, design, and apply new knowledge in various contexts.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	93
Grade 2	70
Grade 3	93
Grade 4	90
Grade 5	86
Total Enrollment	570

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Asian	0.2
Hispanic or Latino	99.8
English Learners	85.4
Foster Youth	0.4
Homeless	30.2
Migrant	7.5
Socioeconomically Disadvantaged	95.6
Students with Disabilities	12.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	100.00	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	39.00	5.40	18854.30	6.86
Total Teaching Positions	24.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	97.15	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	0.60	2.85	38.90	5.39	15831.90	5.67
Total Teaching Positions	23.80	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	96.31	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.69	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	38.30	5.28	14303.80	5.15
Total Teaching Positions	27.00	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ramona School, originally constructed in 1999, is currently comprised of 27 classrooms, 3 portables, a library, two teacher workrooms, a cafeteria/multipurpose room, and three playground structures. The most recent inspections resulted in a “Exemplary” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room # 1202: Clogged sink. Screen needs replacing.
Interior: Interior Surfaces		X		Bldg. # 100 Administration: Stained ceiling tiles. Ceiling fan not working. Bldg. # 100 Computer Lab: Floor and ceiling tiles are damaged. Bldg. # 500 Core Room: Replace damages ceiling tiles. Room # 304: Damaged ceiling tiles. Room # 312: Damaged ceiling tiles. Room # 505: Damaged ceiling tiles. Room # 605: Damaged ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Bldg. # 900 Boys Restroom: Clogged urinal and sewer. Broken mirror.
Electrical	X			Bldg. # 100 Administration: Stained ceiling tiles. Ceiling fan not working. Room # 1202: Clogged sink. Screen needs replacing. Room # 402: Needs electrical outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Bldg # 11 El Centrito: Toilet needs repair. Bldg. # 700 Boys Restroom: Urinal not working. Bldg. # 700 Girls Restroom: Toilet and faucet not working. Bldg. # 800 Boys Restroom: Toilet and faucet not working. Bldg. # 900 Boys Restroom: Clogged urinal and sewer. Broken mirror. Room # 1202: Clogged sink. Screen needs replacing. Room # 301: Sink cabinet door is falling off. Room # 307: Toilet is leaking. Room # 313: Leaky sink faucet. Room # 602: Sink cabinet door need adjusting. Missing blinds.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room # 1201: Wood on the outside of room is coming off.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room # 1202: Clogged sink. Screen needs replacing. Room # 603: Missing blinds.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	12	29	30	46	47
Mathematics (grades 3-8 and 11)	15	11	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	265	98.88	1.12	11.70
Female	142	141	99.30	0.70	17.02
Male	126	124	98.41	1.59	5.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	268	265	98.88	1.12	11.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	198	196	98.99	1.01	6.12
Foster Youth	0	0	0	0	0
Homeless	82	80	97.56	2.44	13.75
Military	0	0	0	0	0
Socioeconomically Disadvantaged	256	253	98.83	1.17	10.67
Students Receiving Migrant Education Services	17	17	100.00	0.00	17.65
Students with Disabilities	40	40	100.00	0.00	2.50

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	265	98.88	1.12	10.57
Female	142	141	99.30	0.70	12.06
Male	126	124	98.41	1.59	8.87
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	268	265	98.88	1.12	10.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	198	196	98.99	1.01	6.63
Foster Youth	0	0	0	0	0
Homeless	82	80	97.56	2.44	11.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	256	253	98.83	1.17	9.88
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
Students with Disabilities	40	40	100.00	0.00	2.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.92	5.95	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82	1.18	5.95
Female	48	48	100.00	0.00	6.25
Male	37	36	97.30	2.70	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	84	98.82	1.18	5.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	50	49	98.00	2.00	4.08
Foster Youth	0	0	0	0	0
Homeless	27	26	96.30	3.70	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	79	98.75	1.25	6.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent involvement is a crucial element for continued academic success at Ramona School. Parents are welcomed to Ramona School throughout the school year through parent meetings, programs, events and volunteer opportunities such as: Coffee with the Principal, Title I meetings, School Site Council (SSC), English Learner Advisory Community (ELAC), parent nights (e.g. Back-To School Night, Open House, Family Tech Nights, STEAM Family Night) and awards assemblies. Teachers regularly communicate with parents through Parent Square, phone, texts, through the Canvas learning management system, class dojo, written notes, parent conferences, and various activities. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their child's progress. Ramona staff also conducts parent education nights to help parents support their children in an academic setting. Our Outreach Consultant (ORC) facilitates parenting classes in English and Spanish, with Mixtec translation, as needed, to encourage participation and support positive interaction with their children. We provide the Latino Family Literacy Project, designed to teach parents how to keep their children reading while encouraging parent literacy. Parent Information Nights are held throughout the year which focus on math, reading and DLI and to assist in transitioning kindergarteners and 5th graders into their new school settings. We have an English learner parent representative participate in the CAFE conference so they may bring information to our parents through ELAC and PTA meetings.

To support further parent involvement, we provide Spanish-speaking and Mixtec translators at meetings to better communicate vital information to parents. Ramona School has forged numerous partnerships with local businesses throughout the community, including, but not limited to: the City of Oxnard, the Oxnard Police Department, Mixtec Indigenous Community Organizing Project (MICOP), Ventura County Behavioral Health, Ventura County Public Health, and the Oxnard Recreational Department. Some community sponsored opportunities are: Parent Project, Loving Solutions, VCBH Logrando Bienestar, Viviendo con Amor and Project 2INSPIRE.

We continue to involve parents in their children's education as we believe that parents play a crucial part in their development and academic success.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	580	101	17.4
Female	300	294	51	17.3
Male	289	286	50	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	588	579	101	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	505	497	73	14.7
Foster Youth	--	--	--	--
Homeless	188	186	32	17.2
Socioeconomically Disadvantaged	564	556	97	17.4
Students Receiving Migrant Education Services	57	56	10	17.9
Students with Disabilities	76	75	17	22.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.19	0.00	1.02	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.33	0.00
Male	1.73	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority of the Ramona School community. Supervision is a responsibility shared among playground assistants, teachers, administration, and other school staff. Campus assistants monitor students before, during breaks, lunch, and after school. To safeguard the well-being of students and staff, a Comprehensive School Site Safety Plan has been developed in conjunction with the Leadership Team/Safety Committee and reviewed annually by staff and parents. Key elements of the Comprehensive Safety Plan focus on playground supervision, behavior support, and emergency procedures.

We will continue to implement CHAMPs, a Positive Behavior Intervention Support plan (PBIS), and Restorative Justice to support students' instruction and continuance of positive behavior throughout the day and after school. We continue to address safety concerns identified through the Panorama Survey in which students, teachers, and parents participated.

Ramona Elementary complies with the laws, rules, and regulations of hazardous materials and state earthquake standards. Safety drills are held regularly, alternating between fire, earthquake, and campus intruder/lockdown drills. The Comprehensive School Safety Plan was last reviewed with the School Safety Committee on December 3, 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22		4	
2	22		4	
3	20	3	1	
4	27	1	1	1
5	25	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	9	
1	24		3	
2	24		4	
3	24		4	
4	29		3	
5	26		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		4	
2	23		3	
3	23		4	
4	30		3	
5	25	1	3	
Other	18	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	570

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4146.56	175.44	3971.12	89785.82
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-1.6	-11.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-92.3	-7.0

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement			

Emilie Ritchen Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Emilie Ritche Elementary School
Street	2200 Cabrillo Way
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1572
Principal	Nauman Zaidi
Email Address	nzaidi@oxnardsd.org
School Website	www.oxnardsd.org/emilieritche
Grade Span	K-5
County-District-School (CDS) Code	56725386110738

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Vision Statement: Emilie Ritche is a school community of successful, lifelong 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 Ritche 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

2024-25 School Description and Mission Statement

staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on always choosing kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 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 released questions from the state assessments.

Here at Ritchen, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (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.

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 Carnival for students who reach their ST Math and Lexia goals at least three times a year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	76
Grade 2	62
Grade 3	74
Grade 4	69
Grade 5	89
Total Enrollment	493

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	55.4
Asian	2.6
Black or African American	1.6
Filipino	1.8
Hispanic or Latino	88.2
Two or More Races	1.8
White	3.9
English Learners	34.3
Foster Youth	0.2
Homeless	8.9
Migrant	2
Socioeconomically Disadvantaged	83.2
Students with Disabilities	25.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	86.36	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	5.85	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.79	39.00	5.40	18854.30	6.86
Total Teaching Positions	25.60	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	82.35	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	11.76	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.50	5.88	38.90	5.39	15831.90	5.67
Total Teaching Positions	25.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	83.78	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.60	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.80	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	3.00	10.81	38.30	5.28	14303.80	5.15
Total Teaching Positions	27.70	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	3.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.5
Total Out-of-Field Teachers	0.00	0.00	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	0	5.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ritchen School, originally constructed in 1992, is currently comprised of 36 classrooms, a library, two computer labs, a cafeteria/multipurpose room, a teacher workroom, a parent lounge, and two playgrounds. A plan for modernization has received DSA approval. Work is scheduled to begin in January of 2025. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Bldg. # 300 Boys Restroom: Ramp needs repair and paint. Bldg. # 300 Staff Restrooms: Floor is lifting. Library: Corner molding needs to be replaced. Office: Paint and patch restroom walls. Room # 15: Minor patch and paint. Room # 17: Door stop missing. Room # 201: T-iii wall is damaged. Ramp is damaged, also needs paint. Room # 21 Computer Lab: Damaged wall needs repair. Room # 26: Tackable surface is coming off. Room # 31: Tackable surface is coming off.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Primary Girls Restroom: Soap dispenser is missing.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Primary Boys Restroom: Soap dispenser missing. Sink fauce is loose. Window for fire exit is missing. Upper Boys Restroom: 1 urinals out of order.
Safety: Fire Safety, Hazardous Materials	X			Primary Boys Restroom: Soap dispenser missing. Sink fauce is loose. Window for fire exit is missing.
Structural: Structural Damage, Roofs	X			Bldg. # 300 Boys Restroom: Ramp needs repair and paint. Room # 201: T-iii wall is damaged. Ramp is damaged, also needs paint. Room # 202: Ramp needs repair and paint.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main Playground: Rubber needs repair around equipment. Room # 17: Door stop missing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	38	29	30	46	47
Mathematics (grades 3-8 and 11)	28	30	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	233	99.57	0.43	37.50
Female	112	112	100.00	0.00	39.29
Male	122	121	99.18	0.82	35.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	207	99.52	0.48	36.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	25.40
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	47.62
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	201	99.50	0.50	33.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	57	98.28	1.72	19.30

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	233	99.57	0.43	29.61
Female	112	112	100.00	0.00	30.36
Male	122	121	99.18	0.82	28.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	207	99.52	0.48	27.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	14.06
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	23.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	201	99.50	0.50	25.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	57	98.28	1.72	14.04

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.37	21.18	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88	1.12	21.59
Female	49	49	100.00	0.00	22.45
Male	40	39	97.50	2.50	20.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	78	98.73	1.27	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65	4.35	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	20.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	9.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	93%	93%	94%	92%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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, 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. With the strong support of PTA, Ritchen Elementary will provide several opportunities to increase parent involvement and reward students for meeting their academic achievement goals.

Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be asked to attend Student Success Team meetings if their child has been identified as needing additional support to meet grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Finally, the school will continue to engage parents during School Site Council, English Language Advisory Committee, and Parent Teacher Association meetings to promote and sustain parent involvement and home-school partnerships. Moreover, by strengthening home-school partnerships to increase parental involvement, Emilie Ritchen Elementary School will continue to promote meaningful and rewarding learning experiences for every student.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	527	159	30.2
Female	242	236	64	27.1
Male	302	291	95	32.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	5	33.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	478	463	141	30.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	3	27.3
White	21	20	5	25.0
English Learners	194	187	62	33.2
Foster Youth	--	--	--	--
Homeless	56	51	16	31.4
Socioeconomically Disadvantaged	460	446	141	31.6
Students Receiving Migrant Education Services	15	13	1	7.7
Students with Disabilities	150	146	56	38.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.19	0.56	0.18	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.41	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Emilie Ritche Elementary School, the safety and well being of all students and staff are priorities. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Student Supervision is conducted by school personnel, including, but not limited to, campus supervisors, teachers, instructional aides, custodial staff and administrators.

Emilie Ritche Elementary School is a closed campus. All gates which provide access to the classrooms and other rooms remain locked during regular school hours. Staff continuously monitors the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures. Visitors, including parents, to the Emilie Ritche campus must sign in at the front office and wear a visitor badge while at school. Parents are always welcome to serve as volunteers in classrooms, however, school district Volunteer Clearance Procedures must be followed.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Safety Committee, which includes input by our teachers, parents, and other school personnel. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students and staff members. The committee meets on a monthly basis to review and make any necessary recommendations and changes. All changes are brought to the attention of the entire staff and stakeholders, including classified and certificated staff, students, and families, at staff, parent, and school committee meetings. Each school year, the plan is reviewed in the fall (August - November), approved by the School Site Council in December, reviewed by the school district in January, and approved by the School District Governing Board in February. Key elements of the Comprehensive School Safety Plan focus on promoting a positive, safe school environment and highlight student supervision, school discipline, emergency response procedures, dress code, and safe ingress and egress.

2024-25 School Safety Plan

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly, including monthly fire, earthquake, and/or lock down drills.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	23		3	
3	22		4	
4	27		3	
5	34			2
Other	12	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	
1	23		2	
2	24		3	
3	22		3	
4	30		3	
5	27		3	
Other	9	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	21	1	2	
2	24		2	
3	22		3	
4	24	1	2	
5	25	1	3	
Other	10	6		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	493

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4128.40	101.80	4026.60	107508.16
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-0.2	6.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-91.2	11.0

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rose Avenue Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



Rose Avenue Elementary

The School of Science and Wellness

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Rose Avenue Elementary School
Street	220 South Driskill Street
City, State, Zip	Oxnard, CA 93030
Phone Number	(805) 385-1575
Principal	Diana Perez
Email Address	dperez@oxnardsd.org
School Website	www.oxnardsd.org/roseave
Grade Span	K-5
County-District-School (CDS) Code	56725386055370

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

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. We will TRANSFORM our classroom and school expectations, relationships,

2024-25 School Description and Mission Statement

and practices to more fully align with our values. We will NURTURE caring communities that develop students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential. We will also EMBRACE high-leverage services and approaches that translate our values into action.

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.

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. 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.

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).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	51
Grade 2	75
Grade 3	77
Grade 4	74
Grade 5	80
Total Enrollment	436

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.2
White	0.2
English Learners	59.4
Homeless	25
Migrant	2.1
Socioeconomically Disadvantaged	94.3
Students with Disabilities	23.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	90.26	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.95	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.79	39.00	5.40	18854.30	6.86
Total Teaching Positions	25.60	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	89.58	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.17	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	1.50	6.25	38.90	5.39	15831.90	5.67
Total Teaching Positions	24.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	88.55	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.63	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.82	38.30	5.28	14303.80	5.15
Total Teaching Positions	26.20	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	1.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	1.00	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.50	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Rose Avenue School, originally constructed in 1965, is currently comprised of 32 classrooms, a library, a computer lab, a science lab, a teacher workroom, a cafeteria/multipurpose room, and two playgrounds. The most recent project was an additional parking lot. A new school to replace the existing school is currently being built and expected to open at the start of the 25-26 school year. The most recent inspections resulted in a “Good” to “Exemplary” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BLDG. # 100 OFFICE: Nurses office restroom has a broken toilet seat.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM # 206: Closure on back door came off.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	26	29	30	46	47
Mathematics (grades 3-8 and 11)	22	23	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	235	99.58	0.42	25.96
Female	102	101	99.02	0.98	30.69
Male	134	134	100.00	0.00	22.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	233	232	99.57	0.43	25.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	111	111	100.00	0.00	14.41
Foster Youth	0	0	0	0	0
Homeless	65	65	100.00	0.00	21.54
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	224	100.00	0.00	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	66	100.00	0.00	1.52

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	235	99.58	0.42	23.40
Female	102	101	99.02	0.98	20.79
Male	134	134	100.00	0.00	25.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	233	232	99.57	0.43	23.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	111	111	100.00	0.00	17.12
Foster Youth	0	0	0	0	0
Homeless	65	65	100.00	0.00	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	224	100.00	0.00	22.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	66	66	100.00	0.00	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.47	10.00	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	80	100.00	0.00	10.00
Female	37	37	100.00	0.00	10.81
Male	43	43	100.00	0.00	9.30
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	79	79	100.00	0.00	10.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	28	28	100.00	0.00	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	7.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Rose Avenue Elementary School provides several opportunities throughout the school year to strengthen our partnerships with parents and school families in order to support students to reach their fullest potential. As we follow protocols from Risk Management and parents/guardians complete the requirements from the Human Resource Department, we look forward to welcoming parents to volunteer in the classroom and at school activities. To meet the needs of our school community, we will conduct a combination of in-person and virtual meetings, workshops, and conferences. We will continue to maintain constant communication with all school stakeholders through the Canvas Learning Management System, our School Website, virtual meetings, Mass Communication/Messages via Parent Square, and Social Media (Facebook, Twitter and Instagram).

We encourage all school families to be a part of our site-based parent groups, such as School Site Council (SSC), Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC). Parent representatives on the SSC, ELAC, and PTA are elected by other parents on an annual or biennial basis. Parent governance teams, including teachers and other school personnel, provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). SSC and ELAC will meet 6-8 times a year to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services. The PTA will continue to provide funding to support standards-based field trips, school assemblies, student incentives, and extracurricular activities.

The School Principal will invite school families to attend Title 1 and "Coffee with the School Principal" meetings. Each trimester, our Outreach Specialist and School Counselor plan to host Parent/Family Workshops based on the needs of our school families which may include Canvas use, grades/report cards, attendance, parent advocacy, school apps (Lexia, ST Math, MyOn, Renaissance), Growth Mindset, and presentations from outside Community Agencies. Based on teacher availability, teachers will provide Parent/Family Nights on Literacy, Math, Science, Health, and Wellness. Throughout the year, parents will be invited to Parent-Teacher Conferences to discuss student progress towards the Common Core State Standards and to collaborate with their student's teacher to identify strategies to improve student achievement. Parents of students who have been identified as significantly below grade level, will be invited to Student Success Team (SST) and Individualized Education Plan (IEP) meetings to review student's progress towards meeting the expected goals.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	460	118	25.7
Female	215	210	54	25.7
Male	253	250	64	25.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	458	451	112	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	278	275	57	20.7
Foster Youth	--	--	--	--
Homeless	123	119	27	22.7
Socioeconomically Disadvantaged	444	436	115	26.4
Students Receiving Migrant Education Services	16	16	4	25.0
Students with Disabilities	127	126	47	37.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.92	0.90	0.43	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.79	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Rose Avenue Elementary School. In order to safeguard the well-being of students and staff, a comprehensive School Safety Plan has been updated and reviewed by our School Safety Committee, School Site Council, and School Leadership Team through a series of meetings.

Key elements of the School Safety Plan focus on safe ingress and egress, school discipline, safe school environments, emergency response guidelines, lock-down scenarios, fire and earthquake drills, as well as school evacuation procedures. Student safety and supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus supervisors, teachers, and the administration. We are a closed campus, so all visitors on campus must sign in at the office and wear a visitor's identification at all times.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All staff and students participate in: monthly fire drills, priority lockdown drills each trimester, quarterly earthquake drills and an annual evacuation drill.

All staff members are provided with Professional Development opportunities for first aid and other health procedures by our School Nurse on an annual basis.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	22	1	2	
2	22	1	2	
3	21	1	2	
4	21	2	1	
5	24	2		
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	21	1	2	
2	21		3	
3	22		3	
4	21	1	2	
5	17	3	1	
Other	11	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	24		2	
2	23		3	
3	19	2	2	
4	23	1	2	
5	17	3	2	
Other	12	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	436

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3995.14	87.21	3907.93	99810.43
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	-3.2	-0.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-93.5	3.6

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Sierra Linda Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Sierra Linda Elementary
Street	2201 Jasmine Avenue
City, State, Zip	Oxnard, CA 93036
Phone Number	(805) 385-1581
Principal	Jorge Mares
Email Address	jmases@oxnardsd.org
School Website	https://sierralinda.oxnardsd.org/
Grade Span	K-5
County-District-School (CDS) Code	56725386055388

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

Sierra Linda Elementary is committed to developing and maintaining a strong partnership between families and educators in our ongoing work to provide a quality educational program for all of our students. Each student's success depends on teachers, support staff, and parents working closely together as partners in education. Within this partnership, we must continuously strive to empower students to read with enthusiasm and understanding, write with clarity and expression, articulate intelligently, and demonstrate proficiency in computation, critical thinking, and problem-solving. We strive to ensure our students are meeting the expectations set in the OSD Student Profile.

2024-25 School Description and Mission Statement

Our entire staff at Sierra Linda Elementary has earned the respect of our community for its ongoing commitment toward providing both quality education and a safe school environment for all students. We must provide each student with the necessary educational tools which will enable them to be college and career-ready, and successful citizens in the years ahead. At Sierra Linda Elementary, we firmly support the following statements:

1. All students are capable of learning to the best of their ability. While we recognize that all children do not learn in the same way or at the same time, our staff is committed toward providing a variety of instructional strategies to meet the diverse social, emotional, physical, and academic needs of each child.
2. All students want, need, and deserve a safe and orderly environment in which to learn.
3. All students will understand that learning can be applied to real-life situations and that our educational goal is to encourage life-long learning.
4. All students need support for learning from parents in the home environment. Our school community is proud of the commitment of parents and staff to work together for the benefit of each of our students.

School Vision:

Empowering All Children to Achieve Excellence

School Mission:

"We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected."

School Core Values:

*Equity *Integrity *Purpose *Perseverance *Compassion

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	48
Grade 2	73
Grade 3	79
Grade 4	93
Grade 5	78
Total Enrollment	472

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
Black or African American	1.3
Filipino	1.3
Hispanic or Latino	92.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.3
White	3.2
English Learners	47.7
Foster Youth	0.6
Homeless	7.6
Migrant	2.3
Socioeconomically Disadvantaged	90.5
Students with Disabilities	25

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	85.77	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.56	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	3.00	10.67	39.00	5.40	18854.30	6.86
Total Teaching Positions	28.10	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	81.82	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	5.45	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	3.50	12.73	38.90	5.39	15831.90	5.67
Total Teaching Positions	27.50	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	84.52	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.72	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	4.00	13.76	38.30	5.28	14303.80	5.15
Total Teaching Positions	29.00	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sierra Linda School was originally constructed in 1966. It is currently comprised of 34 classrooms, a library, a computer lab, a teacher workroom, a cafeteria/multipurpose room, and the playground. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Bldg. # 200 Custodial Room: Damaged ceiling tiles. Bldg. # 507 Core Room: Stained ceiling tiles. Room # 1001: Ceiling tiles are falling and are miss aligned. Room # 1002: Ceiling tiles are broken. Room # 1006: Missing blinds. Missing ceiling tiles. New hand rail is needed. Room # 1008: Replace ceiling tiles. Room # 1201 NFL Pre-School: Stained ceiling tiles. Room # 1202: Stained ceiling tiles. Room # 201 Kindergarten: Stained ceiling tiles. Missing blinds. Room # 301: Stained ceiling tiles. Missing blinds. Room # 306: Stained ceiling tiles. Missing blinds. Room # 406: Stained ceiling tiles. Missing blinds. Room # 504: Stained ceiling tiles. Missing blinds. Room # 801 Library: Stained ceiling tiles. Room # 902: Ceiling tiles need to be replaced Room # 906: Damaged fiberglass ceiling tile. Room # 907: Foyer light is out. Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Bldg. # 100 Multipurpose Room: Electrical panel cover missing. Room # 401: Damaged electrical raceway. Missing blinds. Room # 901: Missing outlet plate, west wall next to door. Room # 907: Foyer light is out. Stained ceiling tiles.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bldg. # 600 Boys Restroom: Broken soap dispenser. Broken urinal. Bldg. # 700 Boys Restroom: Missing cleanout cover above urinal.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room # 1003: Missing slats at front of classroom. Room # 1005: Missing blinds. Asphalt is lifting. Room # 1006: Missing blinds. Missing ceiling tiles. New hand rail is needed. Room # 1007: Missing ceiling tiles

School Facility Conditions and Planned Improvements

			<p>Room # 201 Kindergarten: Stained ceiling tiles. Missing blinds.</p> <p>Room # 301: Stained ceiling tiles. Missing blinds.</p> <p>Room # 302: Missing blinds.</p> <p>Room # 303: Missing blinds.</p> <p>Room # 304: Missing blinds.</p> <p>Room # 306: Stained ceiling tiles. Missing blinds.</p> <p>Room # 401: Damaged electrical raceway. Missing blinds.</p> <p>Room # 402: Missing blinds.</p> <p>Room # 403: Missing blinds.</p> <p>Room # 404: Missing blinds.</p> <p>Room # 405: Missing blinds.</p> <p>Room # 406: Stained ceiling tiles. Missing blinds.</p> <p>Room # 501: Missing blinds.</p> <p>Room # 502: Missing blinds.</p> <p>Room # 503: Missing blinds.</p> <p>Room # 504: Stained ceiling tiles. Missing blinds.</p> <p>Room # 505: Missing blinds.</p> <p>Room # 506: Missing blinds.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	27	29	30	46	47
Mathematics (grades 3-8 and 11)	21	29	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	257	100.00	0.00	26.85
Female	114	114	100.00	0.00	32.46
Male	143	143	100.00	0.00	22.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	233	233	100.00	0.00	25.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	78	78	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	231	100.00	0.00	24.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	74	100.00	0.00	4.05

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	256	99.61	0.39	29.30
Female	114	113	99.12	0.88	28.32
Male	143	143	100.00	0.00	30.07
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	233	232	99.57	0.43	25.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	45.45
English Learners	78	77	98.72	1.28	22.08
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	16.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	230	99.57	0.43	27.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	74	100.00	0.00	10.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	4.76	17.07	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00	0.00	17.07
Female	42	42	100.00	0.00	16.67
Male	40	40	100.00	0.00	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	13.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100.00	0.00	14.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	95%	94%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Sierra Linda Elementary has a variety of different opportunities for parent involvement. Our Parent Teacher Association (PTA) is very active in supporting classrooms, student incentives, and school-wide activities. PTA has increased its membership throughout the last three years. All parents are encouraged to become members. All funds generated from membership fees and school fundraisers are returned to students/classrooms. Parents can contact our School Counselor or PTA President to get information on becoming a PTA Member.

Parents are encouraged to volunteer in classrooms and at school events throughout the year.

Parents are also encouraged to become a part of our School Site Council (SSC). The School Site Council (SSC) is comprised of five parents and five staff members. Nomination and voting occur during September/October of every school year. Our parent group is representative of our population and spans grade-level interests as well. All parents are welcome to attend SSC meetings.

Our ELAC is a strong group on campus, at the district office level, and within the community. This group, which meets monthly, focuses on the needs of our English Learners and works to inform and educate parents regarding how we are meeting students' needs.

Sierra Linda also provides parents the opportunity to come to "Coffee With the Principal", "Coffee with the Outreach Specialist and Counselor" and Family STEAM Nights. During these meetings, the topics vary based on the interests of the parents from year to year.

Staff will present workshops on various topics such as behavior management and strategies families can use to work with their children in Reading and Math. The parents will serve as a resource to each other and be introduced to district and county resources.

Parents and community members may contact the school office for more information on all meetings. Agendas for all meetings are posted on the information board next to the school's main office. All information on meetings will be sent via Parent Square messages, and ClassDojo, and posted on the school website and marquee.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	495	130	26.3
Female	224	224	57	25.4
Male	280	271	73	26.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	466	457	121	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	6	33.3
English Learners	236	232	44	19.0
Foster Youth	--	--	--	--
Homeless	51	50	18	36.0
Socioeconomically Disadvantaged	459	451	120	26.6
Students Receiving Migrant Education Services	13	13	1	7.7
Students with Disabilities	145	143	34	23.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.20	1.92	0.79	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.00	0.00
Male	1.43	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.85	0.00
Foster Youth	0.00	0.00
Homeless	1.96	0.00
Socioeconomically Disadvantaged	0.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a priority at Sierra Linda Elementary. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among campus supervisors, teachers, the administration, support staff, and parents. All visitors to the campus must sign in at the office, wear a visitor's pass at all times while on campus, and sign out upon leaving.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, comprised of classified staff, teachers, and the principal. The Safety Plan is updated annually in the fall. All revisions and updates are reviewed with the staff and presented during ELAC, SSC, and Coffee with the Principal meetings. Key elements of the Safety Plan focus on the visitor policy, ingress and egress, emergency materials, and evacuation procedures.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly. For example, fire drills are held monthly, earthquake drills are held at least twice a year, and campus security drills are held at least three times a year. We will continue to work with our district office and School Resource Officer to ensure all rules and procedures are up to date.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	21	1	3	
2	22	1	3	
3	20	2	2	
4	34			1
5	30		3	
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	23		3	
2	18	4		
3	23		4	
4	20	1	3	
5	29		2	
Other	12	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	23		2	
2	22		3	
3	20	1	3	
4	28		3	
5	19	1	3	
Other	16	3	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	472

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4366.53	124.77	4241.76	103057.98
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	5.0	2.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-87.0	6.8

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Juan Lagunas Soria School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Juan Lagunas Soria School
Street	3101 Dunkirk Drive
City, State, Zip	Oxnard, CA 93035
Phone Number	(805) 385-1584
Principal	Amanda Kemp
Email Address	akemp@oxnardsd.org
School Website	https://soria.oxnardsd.org/
Grade Span	K-8
County-District-School (CDS) Code	56725380119412

2024-25 District Contact Information

District Name	Oxnard School District
Phone Number	(805) 385-1501
Superintendent	Dr. Ana DeGenna
Email Address	adegenna@oxnardsd.org
District Website	http://www.oxnardsd.org

2024-25 School Description and Mission Statement

School's Vision: Providing a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential.

School's Mission: Educate and prepare confident students to become college and career ready in an ever changing global society.

Juan Lagunas Soria School is dedicated to delivering a top-tier educational experience for students from Kindergarten through 8th grade. Our exceptional staff is deeply committed to fostering an environment where students are actively engaged in both

2024-25 School Description and Mission Statement

academic and social-emotional learning. With the support of staff, parents, and the community, we aim to inspire students to reach their fullest potential. Our academic focus includes strong foundations in reading, writing, and mathematics, along with biliteracy through our Dual Language Immersion program in English and Spanish.

Throughout the school year, we emphasize building rigor across all grade levels and content areas, providing carefully scaffolded instruction to help students master grade-level standards. At Soria, we work to create a clean, safe, and positive environment that encourages every child to grow academically, socially, and emotionally. Through high standards, enrichment, personalized instruction, and integrated technology, Soria prepares students to be college- and career-ready for a global society. Our culture of respect and collaboration unites parents, teachers, staff, and administration to uphold the quality of education for every student.

Our diverse student body includes English Learners, Foster Youth, Migrant students, GATE, Socioeconomically Disadvantaged, and Special Education students. To meet all students' unique needs, we offer a comprehensive program that addresses academic, social, and emotional development. Our Multi-Tier System of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS) programs provide targeted interventions, enrichment, and social-emotional support for students who need it most.

Our Biliteracy Program underscores our commitment to diversity and multiculturalism, immersing students in Spanish language to achieve proficiency and biliteracy in both English and Spanish. We prioritize providing students and staff with 21st-century tools and resources, enabling student-centered learning with real-world applications. Since opening in 2009, Juan Lagunas Soria School has established itself as a place where families are valued and students are encouraged to exceed their potential.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	95
Grade 2	94
Grade 3	94
Grade 4	97
Grade 5	104
Grade 6	104
Grade 7	107
Grade 8	122
Total Enrollment	885

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	0.7
Black or African American	0.7
Filipino	1.4
Hispanic or Latino	92
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.8
White	3.4
English Learners	30.4
Foster Youth	0.1
Homeless	7
Migrant	0.2
Socioeconomically Disadvantaged	73.4
Students with Disabilities	13

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.90	94.08	648.30	89.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	2.39	8.60	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.20	0.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.60	23.00	3.18	12115.80	4.41
Unknown/Incomplete/NA	1.20	2.90	39.00	5.40	18854.30	6.86
Total Teaching Positions	41.30	100.00	723.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.50	96.43	639.40	88.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.60	1.05	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.10	4.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.98	7.30	1.01	11953.10	4.28
Unknown/Incomplete/NA	0.60	1.57	38.90	5.39	15831.90	5.67
Total Teaching Positions	42.00	100.00	722.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.40	95.67	641.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.74	34.00	4.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.10	1.12	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.59	38.30	5.28	14303.80	5.15
Total Teaching Positions	42.20	100.00	727.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.80	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	0.80	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 16, 2024 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

Year and month in which the data were collected	October 2024
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016 McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015 Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
Science	Imagine Learning, Twig Science for grades K-5, adopted 2022 McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
History-Social Science	Teacher Curriculum Institute, Social Studies Alive! for grades K-5, adopted 2023 Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0
Foreign Language	McDougal Litell 2011	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Soria School, completed in August of 2010, consists of 36 classrooms, library, multi-purpose room, administration offices, staff lounge, kitchen, workroom, boys and girls locker rooms, kindergarten playground and a main playground. The most recent inspections resulted in a “Good” to “Good” rating in all areas.

Year and month of the most recent FIT report

7/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			BLDG. # 100 MULTIPURPOSE ROOM: Patch and pain wall by entrance. BLDG. # 500 RESTROOMS AND STORAGE: Replaced soap dispenser in girls restroom. Girls Locker Room: Patch and paint hole in the wall. Fountain not working. ROOM # 202: Patch and paint pony wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		BLDG. # 100 KITCHEN: 1 light out in storage room. BLDG. # 100 LIBRARY: 1 light out. Boys Locker Room: 1 light is out. CLASSROOM # 404: 4 lights are out. CLASSROOM # 406 LIFE SCIENCE: 6 lights are out. ROOM # 301 COMPUTER LAB: Water fountain is not working. 1 light out. ROOM # 402 READING LAB: 1 light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CLASSROOM # 308: Sink is not working. Girls Locker Room: Patch and paint hole in the wall. Fountain not working. ROOM # 301 COMPUTER LAB: Water fountain is not working. 1 light out.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Locker Room: 1 light is out. CLASSROOM # 401: Missing blinds. ROOM # 205: Missing blinds.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	42	29	30	46	47
Mathematics (grades 3-8 and 11)	27	26	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	633	580	91.63	8.37	42.07
Female	297	266	89.56	10.44	46.24
Male	336	314	93.45	6.55	38.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	576	525	91.15	8.85	40.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	25	24	96.00	4.00	62.50
English Learners	118	114	96.61	3.39	14.04
Foster Youth	0	0	0	0	0
Homeless	48	45	93.75	6.25	24.44
Military	0	0	0	0	0
Socioeconomically Disadvantaged	474	440	92.83	7.17	38.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	61	82.43	17.57	9.84

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	633	579	91.47	8.53	26.47
Female	297	265	89.23	10.77	25.00
Male	336	314	93.45	6.55	27.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	576	524	90.97	9.03	24.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	36.36
White	25	24	96.00	4.00	29.17
English Learners	118	113	95.76	4.24	7.96
Foster Youth	0	0	0	0	0
Homeless	48	46	95.83	4.17	19.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	474	440	92.83	7.17	24.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	61	82.43	17.57	1.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.10	28.72	14.44	16.23	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	196	87.11	12.89	28.72
Female	105	89	84.76	15.24	25.00
Male	120	107	89.17	10.83	31.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	207	178	85.99	14.01	25.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	45.45
English Learners	24	22	91.67	8.33	4.55
Foster Youth	0	0	0	0	0
Homeless	16	14	87.50	12.50	21.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	146	89.02	10.98	24.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	22	70.97	29.03	4.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	71%	47%	73%	72%	73%
Grade 7	97%	97%	96%	96%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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), in coordination with our Outreach Coordinator and Guidance Counselor offer opportunities 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 the classroom and school activities. Our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as needing additional support to meet grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and educational workshops are coordinated and provided by the school's Outreach Coordinator and Counselor to improve parents' ability to support their children's learning. These opportunities focus on parenting classes, parent engagement and advocacy, bullying, A through G requirements, and how to support students' academics and social-emotional needs.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	913	907	148	16.3
Female	439	435	61	14.0
Male	474	472	87	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	13	13	3	23.1
Hispanic or Latino	839	834	137	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	5	33.3
White	31	31	3	9.7
English Learners	282	279	44	15.8
Foster Youth	--	--	--	--
Homeless	69	68	12	17.6
Socioeconomically Disadvantaged	688	684	119	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	131	36	27.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.18	5.00	3.18	4.75	4.91	3.34	3.17	3.60	3.28
Expulsions	0.11	0.21	0.00	0.01	0.02	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.18	0.00
Female	1.59	0.00
Male	4.64	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.71	0.00
Foster Youth	0.00	0.00
Homeless	2.90	0.00
Socioeconomically Disadvantaged	3.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.76	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School and student safety are a top priority at Juan Lagunas Soria School. To safeguard the well-being of all students and staff, the School Site Safety Committee develops and monitors the Comprehensive School Safety Plan (CSSP) on an annual basis in January. All revisions and updates are reviewed with all school personnel throughout the school year so that all school staff is informed of all school safety systems and practices, including emergency disaster procedures, student supervision, and student discipline. Key elements of the Comprehensive School Safety Plan also include the visitor policy, emergency materials, and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lockdown drills, are held regularly throughout the school year.

Juan Lagunas Soria School is a closed campus. All gates which provide access to the classrooms and other rooms, except the main office, remain locked during regular school hours. Staff continuously monitor the safety of all students upon arrival and dismissal from school, including at the bus stops, and throughout the school day, following established routines and procedures. Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting for pick up or the bus. All visitors (including parents) are asked to sign-in and pick up a visitor's badge in the front office before entering campus. Visitors without a proper badge will be re-directed to the front office to adhere to check-in procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	23		4	
2	24		4	
3	23		4	
4	26	1	3	
5	27	1	3	
6	30	2	22	6

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	24		4	
2	24		4	
3	24		4	
4	24	1	3	
5	25	1	3	
6	26	3	19	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		4	
2	24		4	
3	24		4	
4	24	1	3	
5	23	2	2	1
6	23	9	18	4
Other	30		1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	885

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4248.14	108.43	4139.71	96581.06
District	N/A	N/A	4036.06	\$100,728
Percent Difference - School Site and District	N/A	N/A	2.5	-4.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-88.9	0.3

Fiscal Year 2023-24 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title III, English Learner

The district uses funds from Title II, Part A - Teacher Quality and Title IV, Part A - Student Support and Academic Achievement. to further support schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,304	\$58,553
Mid-Range Teacher Salary	\$96,602	\$93,924
Highest Teacher Salary	\$126,748	\$119,489
Average Principal Salary (Elementary)	\$140,658	\$149,898
Average Principal Salary (Middle)	\$155,782	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$280,937	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction, meet student needs and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social

Professional Development

development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, social-emotional support, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

For the past several school years (2021-22 to present), the school district has allocated 5 full days of professional development for all teachers focused on district-wide initiatives. Some of the days occur before the start of school year and some occur during the school year. In addition, the district also provides numerous professional development opportunities throughout the year during the day and after school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Consent Agenda

Approval and Adoption of the December 2024 Semi-Annual Implementation Program Update as an Adjustment to the Enhanced Master Construct Program (Hubbard/CFW)

At the December 18, 2024 regularly scheduled board meeting, the Board received the December 2024 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program (Program) and received a detailed presentation by CFW.

The December 2024 Report provides the 24th semi-annual update to the Enhanced Master Construct Program (“Program”) to the Oxnard School District (“District”) Board of Trustees (“Board”). The report links the progress of the original 2013 Reconfiguration and Implementation Program, and the subsequent Master Construct and Implementation Program adopted by the Board in 2016 with the Enhanced Master Construct Program adopted by the Board in June 2022. It reflects the status of the Program since the last June 2024 six-month update (adopted by the Board in August 2024) and the time of this document’s publishing in December 2024. The report provides Program updates on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Assessments and recommendations are provided for consideration and action by the Board for implementation over the next six-month period.

FISCAL IMPACT:

The Enhanced Master Construct Program includes the use of general obligation bond authorizations, available local developer fees, and State modernization and new construction grants as previously approved by the Board. The update includes the integration of the Enhanced Master Construct Program adopted by the Board in June 2022. Previous phases include a total estimated sources and uses of approximately \$265.3 million with an estimated ending program balance of \$856,484. Approximately \$300.6 million is estimated in costs across all selected school sites for remaining facilities improvements and for remaining land acquisition COP payments. An additional Program Reserve of \$41.6 million is recommended. The total integrated budget includes \$342.2 million in remaining estimated project improvements to be funded over the proposed remaining phases.

RECOMMENDATION:

It is the recommendation of the Chief Information Officer, in consultation with Caldwell Flores Winters, Inc., that the Board accepts and adopts the December 2024 Semi-Annual Implementation Program Update as an adjustment to the Master Construct and Implementation Program and the Board directs staff and CFW to proceed with the adjustments to the Program for immediate implementation.

ADDITIONAL MATERIALS:

Attached: [December 2024 Semi-Annual Implementation Program Update Report \(57 pages\)](#)



December 2024



Semi-Annual Report to the Board of Trustees

OXNARD
SCHOOL
DISTRICT

ENHANCED MASTER CONSTRUCT PROGRAM





Caldwell Flores Winters, Inc.

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521 N. 1st Avenue
Arcadia, CA 91006

For:

Oxnard School District

1051 South A Street
Oxnard, CA 93030

Board of Trustees

Veronica Robles-Solis, President
Brian R. Melanephy, Clerk
Monica Madrigal Lopez, Trustee
Rose Gonzales, Trustee
Cynthia Salas, Trustee

District Administrators

Dr. Ana DeGenna, Superintendent
Dr. Aracely Fox, Assistant Superintendent, Educational Services
Dr. Natalia Torres, Assistant Superintendent, Human Resources

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PROGRAM SUMMARY

Caldwell Flores Winters, Inc. (“CFW”) is pleased to present the 24th semi-annual update to the Enhanced Master Construct Program. The report links the progress of the original 2013 Reconfiguration and Implementation Program, and the subsequent Master Construct and Implementation Program adopted by the Oxnard School District Board of Trustees (“Board”) in 2016 with the Enhanced Master Construct Program (“Program”) adopted by the Board in June 2022. It reflects the status of the Program since the last June 2024 six-month update adopted by the Board in August 2024. The report provides program updates on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Assessments and recommendations are provided for consideration and action by the Board for implementation over the next six-month period.

The District is in the implementation phase of the strategic plan, Oxnard EMPOWERS (Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect and Scholarship). The District is in the process of defining what a student must demonstrate to show mastery as an innovator, a problem solver, an achiever, a global thinker, a collaborator, a digital learner and being focused on the future. The Enhanced Master Construct Plan is one of the District initiatives that must be aligned to Oxnard EMPOWERS. Creating learning environments that promote flexibility and mobility thus allowing the students the ability to collaborate and problem solve together, using technology as a tool for enhanced research and learning is in alignment with Oxnard EMPOWERS.

It is proposed that Educational Specification for grade 6-8 middle schools be modified for the Fremont and Lopez Academies to meet the increased program space including an increase in the number of SDC classrooms, opportunity, wellness, RSP and speech rooms. It is also proposed that the educational specification for the gyms at Fremont and Dr. Lopez Academies be modified to increase the square footage from 8,075 square feet to 13,497 square feet to accommodate intermural sports and spectators as well as to accommodate adequate changing rooms. Lemonwood and Marshall will also receive expanded changing rooms to accommodate the physical education program.

The Program has led to the design of eight new schools, the construction of six schools to date with the completion of the seventh school expected to be available for occupancy in fall 2025. In addition, it has led to the construction of three Early Childhood Development Centers (ECDC), with one commencing construction and one additional ECDC in design, the acquisition of 2 school sites, and the design and approval of two elementary schools for modernization. It has also provided for the expansion of construction of TK/K and special education “flex-facilities” at four elementary school sites, and 21st Century science labs at select schools.

The District is now actively planning to reconstruct Fremont Academy and Dr. Lopez Academy campuses, provide 21st Century classroom improvements and reconstruct select support facilities to maintain equity, and construct additional transitional kindergarten and early childhood education classrooms over time at select school sites throughout the District. Below is a summary of the status of projects under management and a description of milestones achieved during this period:

- **Fremont Academy** – Prepared construction drawings for Division of State Architect (DSA) submittal in January, received preliminary California Department of Education (CDE) project approval, and engaged the City of Oxnard for preliminary review of proposed off-site improvements
- **Ritchen Elementary** – Requested proposals and selected lease leaseback contractor and negotiated Guaranteed Maximum Price (GMP) construction contract for the start of construction to begin during winter break 2024-25
- **Driffill ECDC** - Completed construction of 10 classrooms with proposed move to occur over the 2024-25 winter break
- **McAuliffe Elementary** - Requested proposals and selected lease leaseback contractor and negotiated GMP construction contract for the start of construction to begin February 2025
- **Marina West ECDC** – Completed DSA and CDE approvals and negotiated GMP construction contract for the start of construction to begin in 2025
- **Dr. Lopez Academy** - Requested proposals and selected architect, commenced design activities and completed site surveys and analysis, and incorporated new specifications for gym and special education
- **Lemonwood and Marshall** – Selected architect for modifications to changing rooms
- **Rose Avenue Elementary** - Secured City approval of off-site improvements to complete the reconstruction of Rose Avenue Elementary
- **Rose Avenue ECDC** - Submitted construction drawings to DSA and received CDE project approval

Over the next six months, construction of the Marina West ECDC will be underway, construction modernization at Ritchen and McAuliffe will commence in early 2025, and the Fremont and Dr. Lopez reconstruction projects will be submitted to the DSA for review. It is also anticipated that designs for the Lemonwood and Marshall changing room projects will be completed and submitted to DSA.

Proposed funding for the Program continues to include the use of general obligation bond authorizations, available local developer fees, and State modernization and new construction grants as approved by the Board. Based on the adopted Enhanced Master Construct Plan approved by the Board, approximately \$300.6 million is estimated in project costs across all selected school sites for remaining facilities improvements. In addition, a Program Reserve of \$41.6 million is recommended to accommodate unforeseen events including soil and site conditions, variations in costs, additional agency requirements, and changes in codes and building requirements.

It is recommended that the Board:

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

EDUCATIONAL PROGRAM

The District is in the implementation phase of the strategic plan, Oxnard EMPOWERS (Excellence through Multilingualism, Possibility, Opportunity, Equity, Respect and Scholarship). The goal of the strategic plan is to align all District educational programs, initiatives, and decisions to improve student engagement and achievement. The strategic plan builds upon the Student Profile that was adopted by the Board in 2021 and the Standards of Excellence that were defined in 2022. Student success is defined by the Student Profile which is a list of attributes of a successful person: being an innovator, problem solver, achiever, global thinker, collaborator, digital learner, and focused on the future. The District is in the process of defining what a student must demonstrate to show mastery as an innovator, a problem solver, an achiever, a global thinker, a collaborator, a digital learner and being focused on the future.

The goal is for students to leave the District with mastery of the Student Profile attributes to ensure success in high school and beyond. All staff, both classified and certificated, are expected to organize learning activities in ways that result in students achieving competency in these domains. This will require shifts in the instructional methodologies used in the classroom and uses of research-informed practices that accelerate student learning. The classroom physical environments need to support teachers as they make these instructional shifts to provide the opportunities for students to engage in hands-on meaningful and authentic learning activities.

The Enhanced Master Construct Plan is one of the District initiatives that must be aligned to Oxnard EMPOWERS. The learning environment and school culture is one of the five goals of the plan, and it is aligned with the value and principle #2: create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success. There are two actions for Goal #2: (2.5.1) Continue to evaluate and improve implementation of the Enhanced Master Construct Plan, aligning it to Oxnard EMPOWERS; and (2.5.2) Transform OSD campuses as up to date, inviting, aesthetically pleasing, and engaging campuses that by their appearance and design promote school pride among staff, students, and families, and communicate clear behavioral expectations for students and staff.

To provide learning opportunities for students to master the student profile, students will need to be engaged in classroom activities that require them to solve real problems, work creatively and collaboratively, analyze information and think critically, communicate effectively, and be innovative. While coupled with research-informed practices that accelerate student learning such as designing authentic inquiry learning, organizing small group learning, engaging students in creating authentic

products working with authentic texts as well as cognitively complex tasks, providing students opportunities to engage in self-assessment and evaluation, welcome errors as learning growth opportunities, provide useful and actionable feedback, and provide deep enrichment approaches and content, classrooms must have materials and equipment to support these instructional shifts. For example, technology in the classroom can be used to support working in small groups around authentic texts or seeking additional information needed for a project. It can also be used for students to share their work with others via the monitors in the classroom to obtain feedback for improving their work. Students can also meet with experts in an area of study via an internet meeting. Having multiple whiteboards around the classroom can support students working in small groups at the whiteboard, and then having students participate in “wall walks” in which groups walk around the room, stopping at each group’s work and providing written feedback on the markerboard. Students use this feedback to improve their work. The classrooms that have mobile and flexible student desks and chairs provide an environment in which the furniture can be moved quickly and easily to create large open spaces for students to use to create projects, or make a project “do something”, or to engage in a performance or simulation. When needed, the furniture is then quickly moved into smaller student work groups or to create a circle for a class meeting.

In addition, select spaces will be needed at each school site to promote places where students have the materials and equipment needed for specialized environments such as robotics, music, science, etc. Maker’s Spaces are often helpful at elementary school to create spaces in which students work with other students to create projects or products that show mastery of the Common Core Standards (CCS) and Next Generation Science Standards (NGSS) standards. Schools will also need a space for VAPA programs. These programs can be implemented within the classroom but may also be best served in a space created for the program. For example, for a band program, having a room with the correct acoustics is important and helpful for the program.

As the District continues the implementation of Oxnard EMPOWERS through the identification of the totems (evidence that teachers and students are living one of the identified principles), taboos (behavior that the District wishes to extinguish), and repetitive interactions (behaviors that should happen regularly or be repeated) for both the student and teacher for each of the eight essential pedagogical principles identified, the alignment with the Enhanced Master Construct Program must be reviewed. The classrooms and other learning spaces must be designed and organized to support the pedagogy needed to help students achieve the attributes identified in the student profile. They must be given opportunities to collaborate, to innovate, to solve problems, to be a digital learner and the classroom must provide the needed support. Creating learning environments of enrichment and not remediation with the goal of empowering students will provide opportunities for high academic achievement. Creating learning environments that promote flexibility and mobility thus allowing the students the ability to collaborate and problem solve together, using technology as a tool for enhanced research and learning is in alignment with Oxnard EMPOWERS.

2.1 EDUCATIONAL SPECIFICATION REVISION FOR FREMONT AND LOPEZ

The adopted Educational Specification for middle schools was modified for the reconstruction of Fremont Academy to reflect the current enrollment at the school. The specifications for the support facilities, such as the Gym/MPR, Administration Office and Library Resource Center, remained the same as the adopted Educational Specifications for a new 6-8 grade middle school of 1,200 students, but the initial number of classrooms to be constructed was reduced to the size of the current enrollment of the school which is 750 students. When enrollment increases, additional classrooms will be built at the school for a total school capacity of 1,200 students, and the support facilities will be large enough to accommodate the growth in student enrollment. The Educational Specification had to be further modified to meet the increased need for classroom space for the growing special education program as well as the infusion of additional programs at the school such as the Wellness Room.

The number of general purposed classrooms (24) remained the same as the revised adopted Education Specification for Fremont. The Educational Specifications also called for one Academy Room, one Art Lab, one Band/music room, and four science labs which also remained the same. However, the Special Day Class (SDC) increased from three to four and two SDC Severe classes were added. In addition, the Resource Specialist (RSP) rooms increased from one to six, the Speech rooms increased from one to two, the Psychologist office increased from one to three, and an Occupational Therapy (OT) office was added. In addition, a Wellness Room, Opportunity Room, and a De-Escalation Room were added to the specification.

A reconstruction strategy for the Dr. Lopez Academy included the construction of a new smaller 750 student grade 6-8 facility at the existing school site. In June 2022, it was approved that the reconstructed school would be built based on a revised 6-8 educational specifications that provides all the support facilities for a K-8 school but limits its classroom enrollment to 750 students and its MPR to 8,025 square feet. The Educational Specification for the school included 24 general purpose classrooms, a piano lab, three SDC classrooms of 960 square feet each, four science labs of 1,200 square feet, an art lab of 1,200 square feet, and a band/orchestra room of 1,500 square feet. Teaching support spaces of 1,980 square feet, administrative space of 3,405 feet, and library facilities of 2,000 square feet would be provided per the District's adopted Educational Specifications for a 6-8 school. Multipurpose facilities were to be the size of the District's adopted Educational Specifications for a K-8 school of 8,075 square feet and a lunch shelter area of 2,800 square feet. Since that time, the Educational Specification for the new Lopez school has been modified to increase the number of classrooms needed for special education programs and additional programs added to the site. Three additional SDC classrooms were added, one SDC M/M and two SDC M/S, an opportunity room, a wellness room, four additional RSP rooms, and one additional speech room. The MPR was increased from 8,025 square feet to 13,497 square feet based on the Board's desire to have the Gym/MPR be the same size as Fremont Middle School.

2.2 INTERIM HOUSING AND TRANSITION PLANS

The classrooms for the Driffill ECDC were completed in December 2024 at Driffill Elementary. The District is in the process of obtaining the required licensing for the classrooms in order to fulfill the funding requirements of the grant funds. The District will be able to occupy the classrooms while this process is undertaken and completed. Students in TK and K who are housed in general purpose classrooms at Driffill will move into the newly constructed classrooms over the winter break. First grade students currently housed in portable classrooms will be moved into the permanent classrooms vacated by the TK and K students who moved into the new classrooms. At the end of the construction, all students at Driffill will be housed in permanent classroom facilities.

Interim housing was identified for both McAuliffe and Ritchen that allows the students to remain on campus during the modernization of the classrooms. A detailed sequence of moves has been outlined for both schools that identifies the phases of construction, the classrooms in each phase as well as the interim housing for that classroom, and the final permanent location for the class. In addition, transition plans were developed for Driffill, McAuliffe and Ritchen Elementary schools. These plans detail the actions that must be taken to ensure a smooth move from one classroom to another. Meetings are held every other week with a team of individuals from the District as well as CFW staff to determine what has been accomplished and what remains to be done. Barriers are identified and solutions are found for each of the items on the transition plan.

McAuliffe Elementary will undergo modernization of the classrooms in three phases with the first phase to begin in February 2025. Over the winter break, classrooms that are in the first phase of construction will be moved into portable classrooms (interim housing) on the site. The District programs currently housed in those portables will be moved to other locations in the District at the beginning of December. Phase 1 is scheduled to be completed in June 2025 at which time Phase 2 will begin.

Likewise, Ritchen Elementary will complete the modernization of the school in four phases with the first phase starting in January 2025. As with McAuliffe, the classrooms in Phase 1 will be moved into interim housing at the site over the winter break. Phase 1 is scheduled to be completed in June 2025 at which time Phase 2 will begin.

FACILITIES PROGRAM

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

During this period, the facilities component of the Enhanced Master Construct Program has led to the design of eight new schools, the construction of six schools to date with the completion of the seventh school expected to be available for occupancy in fall 2025. In addition, it has led to the construction of three Early Childhood Development Centers (ECDC), with one commencing construction and one additional ECDC in design, the acquisition of two school sites, and the design and approval of two elementary schools for modernization. It has also provided for the expansion and construction of TK/K and special education "flex-facilities" at four elementary school sites, and 21st Century science labs at select schools.

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

The following section provides an update of projects that have been completed, projects under way, and a summary of projects remaining to be undertaken in future phases. These components are then carried

over for further consideration in the Master Budget, Schedule and Timeline recommendations in Section 5 of this report.

3.1 COMPLETED PROJECTS

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

3.2 PROJECTS UNDERWAY

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

3.2.1 FREMONT ACADEMY

The Fremont Academy reconstruction project includes constructing a new middle school facility on the open space portion of the existing site along H Street, but away from Glenwood, maintaining the operation of the existing facility during construction of the replacement school and replacing it thereafter with improved open and recreational space for school and community use. The reconstructed school includes multi-storied classroom buildings to serve an initial population of 750 students, including general purpose classrooms, an academy room, special education rooms, science labs, an art lab, and a band/orchestra room. Teaching support and administrative spaces, and library facilities are also planned. A gym/multipurpose facility, a lunch shelter, as well as student and staff restrooms would be provided. Parking and student pick up/drop of areas would be provided off H Street which would become the entrance to the new facility.

As outlined in the previous section, the educational specification for the Fremont Academy is proposed to be modified to include a greater number of special education facilities and support spaces as well as an increase to the gym to provide larger changing rooms and an indoor court area that can accommodate intermural sports and spectators.

The team continues to coordinate with the City of Oxnard, So Cal Edison, and the Gas Company to refine utility connections, site access, and other off-site improvements for the new campus. The architect's and LLB contractor's updated cost estimate and master schedule are undergoing review. The project received preliminary review and approval from the California Department of Education (CDE) in October 2024 and will be submitted for final CDE review and approval upon submittal to the Division of the State Architect (DSA). It is anticipated that the project will be submitted to DSA in January 2025.

The current Board approved "all in" budget for the Fremont project is \$65.8 million. No budget adjustments are recommended at this time.

3.2.2 DR. LOPEZ ACADEMY OF ARTS AND SCIENCES SCHOOL

Dr. Manuel M. Lopez Academy of Arts and Sciences (Dr. Lopez) was originally built in 1954 and after nearly 70 years of service has been deemed to need replacement by previous reviews and considerations by the Board. The reconstruction strategy for the project will implement a two-story campus and accommodate up to 750 students over 2 phases to allow for use of the existing facility during Phase 1 construction with job site access from Wooley across the existing bus facility. During Phase 2, interim parking on the designated rear hardscape area is provided while the existing site is demolished, new permanent parking area and tennis courts constructed, and hardscape area restored for student use upon completion. Proposed facilities include 24 general purpose classrooms, a piano lab, 6 dedicated special education classrooms, an Opportunity classroom, 4 science labs, an art lab, plus a band/orchestra room, lunch shelter, and necessary support, administrative, library, and MPR facilities. Parking and student pick up/drop off areas would be included on site with access from Hill Street. The major orientation of the new school would begin with a new parking area from Hill to the north along the western edge to the approximate mid-point of the site where the new structures would be constructed, surrounded to the north, west and southwest by play fields and play areas available for school and community use.

The District completed the selection of Perkins Eastman to provide architectural and engineering service for the reconstruction of Dr. Lopez. Based on direction from the District, the educational specification for Dr. Lopez was modified to provide additional special education and support spaces to the campus and to increase the square footage of the gym to provide larger changing rooms and space for intermural sports and spectators. A request for proposals for lease leaseback contractor services was issued and interviews with responsive firms is anticipated to occur in January 2025.

The current Board approved "all in" budget for the Dr. Lopez project is \$55.1 million. A budget increase of approximately \$14.6 million is recommended to accommodate the increased number of classrooms needed for special education programs and additional programs added to the site, and the Board's direction to increase the size of the gym.

3.2.3 RITCHEN ELEMENTARY MODERNIZATION

The Ritchen modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM and piano labs, and upgrades the MPR and library to comply with the District's vision

and specification for classrooms and student support facilities. The improvements in the library also provide for the inclusion of two breakout rooms. Interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, as well as data and other technology upgrades. The project scope above has received DSA and CDE approval.

Additional improvements including HVAC repair/replacement, site security enhancements, and the reconfiguration of the administrative offices are recommended to be accelerated and incorporated into the improvements outlined above. The District solicited proposals for lease leaseback contractors and selected Edwards Construction Group. A proposed Guaranteed Maximum Price (GMP) contract amendment was adopted by the District’s Board in November with Edwards to provide the required construction services. Construction is scheduled to commence in January 2025. The District has a pending State aid application for matching modernization grants for this project. It is anticipated that the matching grants will be provided during the course of construction.

The current Board approved “all in” budget for the Ritchen project is \$10.5 million. No budget adjustments are recommended at this time.

3.2.4 MCAULIFFE ELEMENTARY MODERNIZATION

The McAuliffe modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM Academy and piano labs, and improves support spaces to comply with the District’s vision and specification for 21st Century K-5 classrooms and support school facilities. Upgrading the library into a Media Center is proposed which provides for the inclusion of two breakout rooms. The repurposing of two adjacent supply rooms into administrative and counselor space is also provided. Other interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical systems, and furnishings, as well as data and other technology upgrades consistent with those available at similarly reconstructed schools, where possible. The project has received approvals from both DSA and the CDE.

Additional improvements including HVAC repair/replacement, site security enhancements, and the reconfiguration of the administrative offices are recommended to be accelerated and incorporated into the improvements outlined above. Viola Constructor was selected to provide the lease leaseback contractor services in October. A proposed Guaranteed Maximum Price (GMP) contract amendment will be presented to the District’s Board in January 2025 to provide the required construction services. Construction is scheduled to commence in February 2025. The District has a pending State aid application for matching modernization grants for this project. It is anticipated that the matching grants will be provided during the course of construction.

The current Board approved “all in” budget for the McAuliffe project is \$9.3 million. No budget adjustments are recommended at this time.

3.2.5 ROSE AVENUE ELEMENTARY RECONSTRUCTION

The Rose Avenue Reconstruction project includes a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces. This project is being constructed

in two (2) phases. Construction related to the campus buildings and on-site improvements is nearly complete with “punch list” items and corrections underway. The second phase will consist of the demolition of the existing campus and the construction of new play areas and fields.

The City of Oxnard required the District to complete additional reviews for the off-site improvements and connections as well as provide on-site easements for the fire water, domestic water, and storm water improvements. An agreement with the City has been reached to provide the requested access to grant inspection rights for the installation. The City also requested the District provide performance bonds for the proposed improvements. Both of these requests are extraordinary, and the District has worked to comply in a timely manner, but multiple requests by the City to revise the proposed plans and the serpentine review and approval process has resulted in a delay of over 12 months and additional costs associated with the City’s review. On November 7, 2024, the City informed the District that they were ready to accept the plans and filing fee for the water, storm drain, and fire water connections in the street and the other sidewalk improvements. The District was informed that the permit to begin installation of said improvements would be ready prior to Thanksgiving 2024; however, the permit was still pending at time of the submission of this report. The contractors schedule shows work beginning in December and the work being completed in May of 2025. Depending on the receipt of the permit by the contractor, it is anticipated that the school will be ready for occupancy in time for the 2025-26 school year.

Following completion of the off-site improvements and utility connections, the contractor will then move on to Phase 2 of the project which consists of demolition of the majority of the old campus and installation of the play field and other athletic improvements. That work is anticipated to be completed at the end of 2025 and will not require additional City improvements.

The current Board approved “all in” budget for the Rose Avenue project is \$51.1 million. No budget adjustments are recommended at this time. However, a budget adjustment is anticipated to be required over the next six-month period to accommodate additional architect, Inspector of Record and Lease-Leaseback (LLB) contractor agreement extensions which will reflect the off-site improvements requested by the City as well as the additional time required to complete the work.

3.2.6 DRIFILL ECDC

The ECDC project at Drifill includes the construction of 10 Title 5 and Title 22 PS/TK/K classrooms. The District received a matching grant award from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to construct the classrooms. The approved application included four classrooms for PS, four classrooms for TK, and two classrooms for K grades to assist in the creation of an Early Childhood Development Center for the benefit of district wide use. All classrooms are designed to be Title 22 and Title 5 compliant. A new playground would also be constructed in the center of the classrooms.

Construction commenced in November 2023 and major activities are completed. The District plans to move into the buildings over the 2024-25 winter break to minimize the impact of the move on the

educational program at the school. The current Board approved “all in” budget for the Driffill project is \$9.9 million. No budget adjustments are recommended at this time.

3.2.6 MARINA WEST ECDC

The ECDC project at Marina West includes the construction of 10 Title 5 and Title 22 PS/TK/K classrooms. The District received a matching grant award from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to construct the classrooms. The project has received approval from the CDE and DSA. The proposed Guaranteed Maximum Price (GMP) contract is anticipated to be presented to the Board in December 2024. A groundbreaking ceremony was held in late October 2024 and was well received by the community.

Construction of the new facilities will occur in two phases to accommodate the third-party preschool program currently occupying some of the buildings to be replaced. The first phase will demolish the existing portable classrooms on Carob Street and construct six new modular classrooms. The second phase will demolish the remaining buildings on the site and construct the remaining four classrooms. Construction is scheduled to be completed by December 2025.

The current Board approved “all in” budget for the Marina West project is \$10.9 million. A minor budget reduction of \$134,000 is recommended at this time based on the reduced State grants amounts resulting from the removal of fire sprinkler grants from the project.

3.2.7 ROSE AVENUE ECDC

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

The project has been submitted to the DSA for review and is pending approval. The project received approval from the CDE. The current Board approved “all in” budget for the Rose Avenue ECDC project is \$4.9 million. No budget adjustments are recommended at this time. Construction of the project is proposed to be moved to a later phase to accommodate the completion of the Rose Avenue Elementary Reconstruction Project.

3.2.8 LEMONWOOD & MARSHALL K-8 CHANGING ROOM PROJECT

During the construction of Lemonwood and Marshall K-8 schools, the District modified the physical education program to be implemented at each of the K-8 schools. It was decided that middle school aged students would dress-out for PE class. This change required a modification to each of these school sites resulting in the adaptation of designed spaces to accommodate changing rooms and storage lockers. The

District has requested that the changing room facilities at each site be further expanded to better accommodate the educational program. The Lemonwood project includes expanding the changing rooms in the Multipurpose Building and the Marshall project includes expanding the existing changing rooms. SVA Architects were selected to provide architectural and engineering services for these projects and both projects are currently in design with an anticipated submittal date to DSA and CDE of June 2025.

The current Board approved “all in” budget for the combined projects is \$4 million, at \$2 million each. A proposed budget reduction to \$1.25 million each (\$2.5 million for both projects combined) is proposed to accommodate the modified scope of work.

3.3 PROJECTS REMAINING TO BE UNDERTAKEN

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

3.3.1 BREKKE K-5 SCHOOL

Existing facilities at Brekke need improvements, including the repurposing of certain facilities to accommodate district K-5 specifications for 21st Century upgrades. Twenty-six permanent classrooms (including 3 SDC and 1 intervention room) and the MPR are proposed to receive 21st Century upgrades. Similar improvements are proposed to the library with additional interior improvements to accommodate a breakout room and a 480 square foot Maker’s room. One additional classroom will receive limited upgrades, where applicable, including furnishings, to account for previously completed modernization improvements at that room. The repurposing of two existing classrooms for a STEAM Academy and a piano lab is also proposed. Existing administrative spaces are also proposed for 21st Century upgrades to furnishings and improvements to the lobby and reception area.

Additional improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, data and other technology upgrades and the removal of portable classrooms. Brekke will have 29 classrooms following the modernization project of which three classrooms are proposed for kindergarten classrooms and three for TK. The existing permanent classrooms at Brekke are eligible for State modernization grants.

3.3.2 RAMONA K-5 SCHOOL

Existing facilities at Ramona need improvements, including the repurposing of certain facilities to accommodate district K-5 specifications for 21st Century upgrades. Twenty-four permanent classrooms (including 2 SDC and 1 Intervention room) are proposed to receive 21st Century upgrades to comply with the District’s vision and specification for 21st Century K-5 classrooms as well as improvements to the MPR and library spaces. In addition, the library is to be expanded into the adjacent current computer lab to accommodate a maker’s space and a 480 square foot RSP program space. Limited upgrades to the administration areas are proposed including 21st century furnishings and a monitor to promote school

meetings, student programs, and activities. The construction of 2 new classrooms is also proposed to provide a STEAM Academy and a piano lab. Proposed interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, as well as data and other technology upgrades.

Additional improvements include roofing upgrades, as needed, replacement of HVAC unit #7, and installation of security cameras, removal of portables. Upon completion the school will consist of 28 classrooms, including three kindergarten classrooms and two TK. The existing permanent classrooms at Ramona will become eligible for State modernization grants in 2025.

3.3.3 DRIFILL K-8 SCHOOL

As one of the newest P2P schools, Driffill needs limited improvements to accommodate K-8 District specifications for 21st Century learning environments. Thirty-one permanent classrooms (including 1 Intervention room) are proposed to receive 21st Century upgrades to comply with the district's vision and specification for 21st Century classrooms for K-8 schools. The 2 science labs were previously improved in 2014. Proposed improvements include demolishing the current MPR and constructing a new 8,075 square foot MPR/Gymnasium to include a kitchen, serving/presentation space, gymnasium, lockers, storage, toilet and custodial facilities. The library is proposed to absorb the adjacent computer room to increase the total square footage to accommodate 21st Century specifications for a Library Media Center. The administrative office is proposed to receive 21st Century furnishings and a monitor to promote school meetings, student programs and activities. Additional site improvements include installation of security cameras, and removal of portables. The older original eight-classroom building, and portables are being demolished to accommodate the new MPR and 2 new kindergarten and 3 TK classrooms. An ECDC consisting of 10 Title 5 classrooms to support district wide preschool/TK/K facilities is proposed as a separate project on the site.

3.3.4 CHAVEZ K-8 SCHOOL

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

3.3.5 KAMALA K-8 SCHOOL

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

3.3.6 CURREN K-8 SCHOOL

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

3.3.7 MARSHALL K-8 SCHOOL

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

3.3.8 SORIA K-8 SCHOOL

As one of the newer schools in the District, Soria Elementary needs limited upgrades to accommodate district K-8 specifications for 21st Century environments. Thirty-seven permanent classrooms (including 2

SDC and 1 Intervention room) are proposed to receive 21st Century upgrades limited to the addition of markerboards where necessary, modern and flexible student desks and chairs, and three broadband-connected high-definition video displays to each classroom. TK facilities will continue to be provided at other school site locations. Where applicable, the removal of existing teaching walls, technology counters, and smart boards would be required to accommodate 21st Century improvements. No improvements are proposed to the library, administration, and MPR facilities.

3.3.9 FRANK 6-8 SCHOOL

Thirty-five permanent classrooms are proposed to receive 21st Century upgrades to comply with the District’s vision and specification for grade 6-8 classrooms. Six science lab classrooms are to be upgraded and receive modernization where needed. A modernized 21st Century library/media center is proposed to support 21st Century improvements. Both music rooms are to receive 21st Century upgrades and modernized improvements to replace flooring, upgrade acoustical wall surfaces and painting, where needed. Limited improvements to the existing MPR/Gym facility are proposed to support 21st Century specifications. Based on the existing 44 permanent classrooms, it is recommended that the classrooms support the following academic programs:

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

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

3.2.10 DORIS PATTERSON SITE

The District was informed in April 2024 by a representative of the Teal Club development that the project is moving forward and that the Teal Club Specific Plan will be considered by the Oxnard Planning Commission and City Council later this year. Although the Specific Plan was scheduled for a hearing this fall, the hearing was rescheduled to a date to be determined.

The developer has requested that the District participate in the coordination and design of the area infrastructure including utilities and roadways. Based on the developer’s current estimated schedule, development in the area may commence as early as 2026. The District has requested that CFW coordinate with the developer as needed; however, the District is awaiting a new schedule from the developer.

PROGRAM FUNDING & EXPENDITURES

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

4.1 STATE MATCHING GRANTS

The State of California provides periodic grants from voter approved bond measures or general fund contributions for the modernization or new construction of eligible school facilities as determined by the Office of Public School Construction (OPSC) and as funded by the State Allocation Board (SAB) pursuant to the School Facility Program (SFP). Funding is provided in the form of per pupil grants for facility improvements, including design, construction, testing, inspection, equipping, furnishings, technology, plus site service improvements or site acquisition. To receive funding, a local match is required from eligible district funds, including developer fees and bond proceeds. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement based on a financial hardship review and subject to additional constraints and requirements.

In November 2024, California voters approved Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024. Proposition 2 authorizes \$10 billion in State general obligation bonds for repair, upgrade, and construction of facilities at K–12 public schools (including charter schools), community colleges, and career technical education programs, including for improvement of health and safety conditions and classroom upgrades. The following provides a summary breakdown of the allocation of the \$10 billion:

- \$3 billion for new construction (up to 10% of the amount to be available for small school districts)
- \$4 billion for modernization projects (up to 10% of the amount to be available for small school districts and \$115 million lead in water testing and remediation)
- \$600 million for charter schools
- \$600 million for CTE program facilities

- \$1.5 billion for Community Colleges

Proposition 2 also authorized eligible school districts applying for modernization grants to also receive a supplemental grant for transitional kindergarten facilities if either existing facilities are insufficient, or the school does not have an existing facility. Other supplemental grants offered to eligible school districts include 5% of project costs (for either a new construction or modernization grant application) to advance State energy goals and adapt to higher average temperatures that pose a threat to the health and safety of students and staff and up to 5% of project costs (for modernization grant applications) that enable school facilities to provide students with the skills and knowledge necessary for high-demand technical careers. Proposition 2 will establish a process, including direct technical assistance, to assist small (<2,500 students) and priority (low bonding capacity, high percentage of low income, foster care, and English learner students) school districts in applying for facilities funds and accessing facilities funds.

Other key Proposition 2 elements include higher amounts for new construction grants to replace buildings at least 75 years old, and expanding the sliding scale points system that determines State matching funds for new construction and modernization grants to include additional points for very small school districts (<200 students) and school district projects including the use of a project labor agreement. Proposition 2 also requires school districts that apply for either a new construction or modernization grant to have a five-year facilities master plan approved by the governing board of the school district, to update the plan as appropriate, and provide to facility inventory information to the State.

OPSC staff will present an item for consideration by the SAB at the December 2024 meeting regarding the initial implementation of the provisions of Proposition 2, subject to certification of the election results by the California Secretary of State on December 13, 2024. The OPSC will also hold a series of stakeholder meetings beginning in early 2025 to inform further implementation of Proposition 2. In the meantime, the OPSC has notified school districts to continue to submit applications for funding and OPSC advised school districts that until certification of the election results by the California Secretary of State, school districts must continue to submit a school board resolution pursuant to SFP Regulation Section 1859.95.1(b) acknowledging, among other certifications, that the application is being submitted while bond authority is currently exhausted. School board resolutions will be required until certification of the election results by the Secretary of State.

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

4.1.1 STATE AID MODERNIZATION

The SFP for modernization provides funds on a 60-40 state and local sharing basis for improvements that enhance existing school facilities, including those for HVAC, plumbing, lighting, and electrical

systems. Modernization eligibility is established by school site and requires that permanent classrooms be at least 25 years old or since their last modernization and portable classrooms be at least 20 years old since placed in service. Students must be enrolled in eligible facilities based on state classroom loading standards of twenty-five pupils per classroom for elementary grades and twenty-seven pupils per classroom for middle school grades. Further, eligibility requires that the enrollment per site support the estimated number of students housed in eligible classrooms at twenty-five (elementary school grades) or twenty-seven (middle school grades) pupils per classroom. Grant levels are periodically reviewed by the state and program funding is subject to project performance and certification at the completion of construction. The current pupil grant for modernization is \$6,005 for elementary grades and \$6,350 for middle school grades. A higher per pupil grant amount is provided for classrooms that are in buildings 50 years or older equal to \$8,342 for elementary grades and \$8,823 for middle school grades. The State typically adjusts the grant amounts to account for inflation on an annual basis. The grant amounts presented in this document represent the grant amounts for calendar year 2024. It is anticipated that the SAB will further adjust the grant amounts at its January 2025 meeting and these new grant amounts will be reflected in the next semi-annual update.

Table 1 provides a summary of the SFP modernization grants received to date with the implementation of the Program totaling approximately \$3.9 million. These grants were received as reimbursement modernization grants from prior SFP eligible improvements made to Fremont, Harrington, Lemonwood, Elm, and McKinna. These funds have been used in support of the Program.

Table 1: Modernization Grants Received

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

Table 2 summarizes the District’s estimated current and future eligibility for State modernization grants for remaining eligible permanent and portable classrooms based on 2024-25 school site enrollment and the 2024 per pupil grant amounts. The data used for 2024-25 school site enrollment is not yet certified by the State and is subject to change. During Phase 3 (2023-2026) scheduling of eligible projects, the District may be eligible for approximately \$35 million in remaining State matching modernization grants from existing classrooms. A local match of approximately \$23.4 million would be required by the District to access these grants. Future eligibility of \$13.5 million is estimated to be available through Phase 4 (2027-2030) and \$6.4 million through Phase 5 (2031-2034), requiring a then local match amount of \$9 million and \$4.2 million, respectively. In total, approximately \$54.9 million in modernization grant eligibility is anticipated based on maintaining current enrollment at the eligible school sites. Future declines in enrollment will result in a decrease in total grant amounts.

Table 2: Estimated Modernization Eligibility by Phase

	School	2024-2025 CBEDS	Pupil Grant	Phase 3 (2023-2026)	Phase 4 (2027-2030)	Phase 5 (2031-2034)	Total Grant (60%)
1	Brekke Elementary	585	\$ 6,005	\$3,688,571	\$0	\$0	\$3,688,571
2	Cesar Chavez Elementary	755	\$ 6,005	\$0	\$4,760,464	\$0	\$4,760,464
3	Curren Elementary	817	\$ 6,005	\$315,263	\$3,152,625	\$0	\$3,467,888
4	Driffill Elementary	891	\$ 6,005	\$2,206,838	\$788,156	\$0	\$2,994,994
5	Elm Street Elementary	417	\$ 6,005	\$0	\$0	\$0	\$0
6	Harrington Elementary	513	\$ 6,005	\$0	\$0	\$0	\$0
7	Kamala Elementary	842	\$ 6,005	\$636,830	\$3,783,150	\$0	\$4,419,980
8	Lemonwood Elementary	809	\$ 6,005	\$0	\$0	\$0	\$0
9	Marina West Elementary	440	\$ 6,005	\$0	\$315,263	\$0	\$315,263
10	Marshall Elementary	703	\$ 6,005	\$4,432,591	\$0	\$0	\$4,432,591
11	McAuliffe Elementary	477	\$ 6,005	\$3,007,604	\$0	\$0	\$3,007,604
12	Mckinna Elementary	577	\$ 6,005	\$0	\$0	\$0	\$0
13	Ramona Elementary	568	\$ 6,005	\$3,581,382	\$0	\$0	\$3,581,382
14	Ritchen Elementary	445	\$ 6,005	\$2,805,836	\$0	\$0	\$2,805,836
15	Rose Avenue Elementary	424	\$ 6,005	\$0	\$0	\$0	\$0
16	Sierra Linda Elementary	456	\$ 6,005	\$2,875,194	\$0	\$0	\$2,875,194
17	Soria Elementary	895	\$ 6,005	\$0	\$0	\$5,643,199	\$5,643,199
	Subtotal - ES	10,614		\$23,550,109	\$12,799,658	\$ 5,643,199	\$41,992,965
1	Dr. Lopez Academy	696	\$ 6,350	\$4,640,580	\$360,045	\$180,023	\$5,180,648
2	Frank Academy	1,027	\$ 6,350	\$6,847,523	\$360,045	\$540,068	\$7,747,635
3	Fremont Academy	617	\$ 6,350	\$0	\$0	\$0	\$0
	Subtotal - MS	2,340		\$11,488,103	\$ 720,090	\$ 720,090	\$12,928,283
	Total	12,954		\$35,038,211	\$13,519,748	\$6,363,289	\$54,921,248

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

4.1.2 STATE AID NEW CONSTRUCTION

The SFP new construction program provides state funds on a 50/50 state and local sharing basis for eligible projects that add permanent classroom capacity for districts to house students for the construction of a new school or the addition of classrooms to an existing facility. Eligibility is subject to annual review and allocated district wide and is not site specific. It is determined by the gap between a district’s projected enrollment and its capacity to house students in permanent classrooms as determined by the state based on the state loading standard of 25 students per classroom for elementary grades and 27 students per classroom for middle school grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap in enrollment and capacity. Portable classroom capacity is generally excluded from the analysis as the state does not recognize portable classrooms as

being permanently available to house students. The current pupil grant amount for new construction is \$15,770 for elementary grades and \$16,679 for middle school grades, for each student found to exceed a district’s permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs.

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

Table 3: SFP New Construction Grants Received

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

4.1.3 PRESCHOOL, TRANSITIONAL KINDERGARTEN, AND KINDERGARTEN FACILITIES

At various times, the State provides limited funds for competitive applications to fund specific school facilities. The State’s Full Day Kindergarten Facilities (PS/TK/K) Grant Program was initiated in 2019 to provide one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction. In FY2021-22 the program was expanded to \$490 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool (PS), transitional kindergarten (TK) and kindergarten (K) instruction. A state/local district match of 75/25 is required for preschool and TK projects or half-day kindergarten programs converting to full day. Districts that already have full-day kindergarten programs require a 50/50 match (state/local district) for new construction and a 60/40 (state/local district) match for retrofit projects.

Projects are required to meet CDE and Title 5 requirements including classrooms of 1,350 square feet, a restroom and storage/workroom accessibility from the main classroom area. Preschool projects need to meet additional Title 22 requirements specific to preschool such as one toilet per fifteen pupils and an outdoor activity space with at least 75 square feet per child. Districts are required to certify on the application for funding that prior to occupancy of the classrooms that the district has obtained a Childcare

Center License from the California Department of Social Services (CDSS). As part of the license requirements, the CDSS will verify compliance with Title 22. The school district must provide evidence of licensure status at the time of project audit.

Four funding rounds have been completed for the program, all of which were oversubscribed. The Governor’s May 2024 revised budget eliminated a previously anticipated fifth funding round of \$550 million. No further funding rounds for the program have been identified at this time. Table 4 provides a summary of approved applications the District has received from the program totaling approximately \$14.5 million. These grants provided funding for ten new PS/TK/K classrooms at Drifill and ten new PS/TK/K classrooms at Marina West. A total District match of \$6.2 million is required for a total project amount of \$20.7 million.

Table 4: Preschool/TK/Kindergarten Grants

Projects	Total Grant	District Match	Total Project
1 Drifill	\$6,915,318	\$2,963,707	\$9,879,025
2 Marina West	\$7,558,618	\$3,239,407	\$10,798,025
Total	\$14,473,936	\$6,203,114	\$20,677,050

4.1.4 SUBMITTED STATE AID APPLICATIONS

Table 5 presents State aid applications that have been filed with the OPSC that are awaiting review and funding by the State, totaling approximately \$6.8 million. It also reflects the current pupil grant amounts in effect for 2024 by the SAB and estimated additional anticipated allowances for supplemental grants such as site development costs.

Applications have been filed for the modernization projects planned at Ritche and McAuliffe elementary schools. Based on 60/40 matching share requirement, it is estimated that the District may receive approximately \$6.8 million in grants for these projects, requiring a \$4.5 million District match.

Table 5: Submitted State Aid Applications

Projects	Type	Standard Pupils	K-6	7-8	SDC Pupils	Non Severe	Severe	Est. Base Grant	Est. Sup. Grant	Total Est. Grant
McAuliffe	Mod.	534	534	0	0	0	0	\$3,206,670	\$320,667	\$3,527,337
Ritche	Mod.	491	491	0	0	0	0	\$2,948,455	\$294,846	\$3,243,301
Total		1,025	1,025	0	0	0	0	\$6,155,125	\$615,513	\$6,770,638

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

notices received in order to keep the District as informed as possible on any needs for program adjustments.

4.1.5 FINANCIAL HARDSHIP FUNDING

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

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Prop. 39 Bond
- District total bonding capacity of less than \$15 million

At this time, the District has exceeded its net bonding capacity of 60 percent. Based upon current guidelines and regulations the District qualifies for Financial hardship status.

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

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. This assessment must be conducted for every six-month period that a district participates in the Financial Hardship Program.

4.2 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620 and may be used to meeting the District's match requirement for eligible State grant projects. The purpose of these fees is to mitigate the student enrollment impact that would be generated by new development. Fees may be used to fund the

construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The regulations also permit an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of developer fees that can be assessed:

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently \$5.17 (2024) per square foot of residential development and \$0.84 (2024) per square foot of commercial and industrial development for K-12 school districts
- **Level 2** fees constitute up to 50 percent of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the State will pay for the other 50 percent of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50 percent share as well, but only when the State declares it is out of funds for new construction

A Developer Fee justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees. The District reported a June 30, 2024 developer fee fund balance of approximately \$8.9 million available to the Program. For purposes of this report, it is assumed that the District may collect approximately \$1.2 million a year for the period of 2024-25 through 2029-30 for a total of \$7.3 million. In total, approximately \$16.2 million is assumed to be available towards remaining improvements.

In April 2024, the District adopted a Residential and Commercial/Industrial Development School Fee Justification Study prepared by Woolpert (formerly Cooperative Strategies) that established the justification for collecting Level 1 fees. Based on the District’s fee sharing agreement with the Oxnard Union High School District, the District can collect 66% of the maximum Level 1 fees, or \$3.41 per square foot for residential development. The study concluded that the District is justified in collecting \$3.41 per square foot for multi-family residential units and \$2.75 per square foot for single-family residential units. The District may also collect up to \$0.554 per square foot for commercial development as follows:

Table 6: Maximum School Fee per Square Foot for Commercial Development

CID Land Use Category	Maximum School Fee
Retail and Service	\$0.524
Office	\$0.554
Research and Development	\$0.554
Industrial/Warehouse/Manufacturing	\$0.554
Hospitals	\$0.554
Hotel/Motel	\$0.265
Self-Storage	\$0.015

Source: 2024 Residential and Commercial/Industrial Development School Fee Justification Study by Woolpert

To establish a nexus and a justifiable residential School Fee level, the Study evaluated the number and cost of new facilities required to house students generated from future residential development within the School District. Based on data provided by the Southern California Association of Governments, approximately 5,096 additional residential units could be constructed within the District's boundaries through calendar year 2050. Of these 5,096 future units, 3,058 are expected to be single family detached and 2,038 are expected to be multi-family attached units. By dividing the total amount of anticipated units (5,096) by the buildout period (26 years), it is anticipated that approximately 196 units may be built each year from 2024 through 2050. This average buildout and the corresponding square footage of new residential development is the basis for the anticipated annual developer fees revenues to be realized by the District during this period. Based on the Level 1 fee of \$3.41 per square foot of new residential multi-family development and \$2.75 per square foot of new single-family residential development and the total square footage of approximately 416,000 resulting from the construction of 196 units, the District could receive an estimated \$1.2 million in developer fees annually, however actual revenues could vary based on fluctuations in development activity.

As reported in December 2021, Woolpert (formerly Cooperative Strategies) reported to the District that due to the District's enrollment declines, Level 2 fees are no longer justified, and the District will have to revert to Level 1 fees. For purposes of budgeting for the program, Level 1 fees of \$3.41 and \$2.75 have been assumed in projected available developer fee funds for the program. The District is required to complete a biennial update to the Level 1 Study in order to continue collecting Level 1 fees for the next two years. Similarly, the District is also required to complete an annual update to the Level 2 Study in order to resume collecting Level 2 fees.

4.2.1 SCHOOL IMPACT FEE

The Teal Club Specific Plan identifies 990 residential units of varying density, single-family, townhomes, condominium, and apartment units to be built within the District. It is estimated that the average square footage of the residential units will be 1,800 square feet per unit. In total, it is estimated that 1,782,000 square feet of new residential units will be constructed over time. The developer indicated to the District in April 2024 that construction of the new units may commence starting in 2026 with full build-out estimated to be completed by 2030.

The District negotiated a development mitigation agreement with the developers of the proposed Teal Club development in lieu of statutory Developer Fees. Based on the agreement, the District established a mitigation fee of \$7.28 per square foot (School Impact Fee) subject to annual increase at a rate equal to the percentage increase of the adjustment for inflation set forth in the statewide cost index for class B construction. The increase shall be applied on the one-year anniversary of the Effective Date and on each one-year anniversary thereafter. Effective May 1, 2024, the fee will be increased by 9.4 percent to \$10.65 per square foot of new residential construction.

For the purpose of this report, it is assumed that 330 units will be constructed in the Program's Phase 3 equal to 594,000 square feet of new residential construction subject to the School Impact Fee. The

resulting School Impact Fee is estimated to be \$6,326,100 based on the current rate and is expected to be available to the District during Phase 3. The subsequent build-out of the remaining units and corresponding revenues will be incorporated into the Program once additional phases of construction at the development are undertaken.

4.3 GENERAL OBLIGATION BONDS

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

4.3.1 PAST AND REMAINING G.O. BOND AUTHORIZATIONS

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

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

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

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

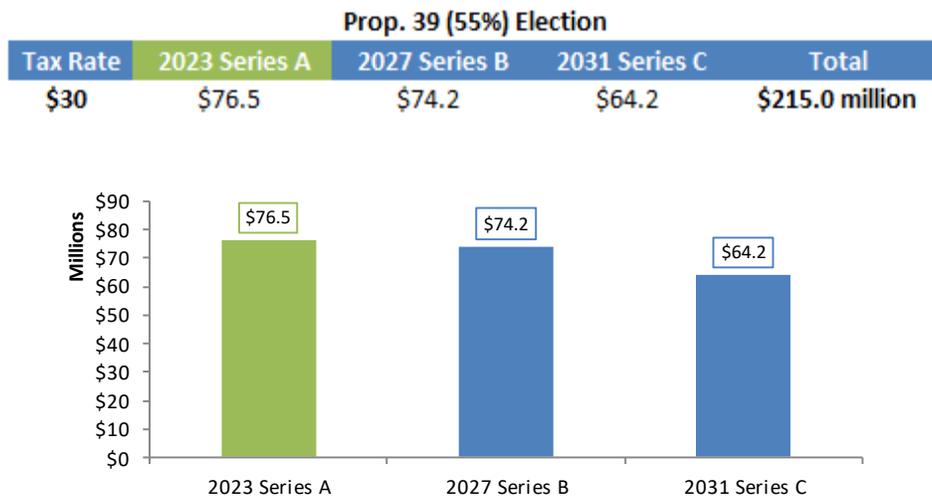
The 2022 authorization was approved by voters and authorized the sale of \$215 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of \$30 per \$100,000 assessed

valuation for the purposes of issuing remaining bond authorization. To date, \$76.5 million in bonds have been sold, leaving a remaining authorization of \$138.5 million from the 2022 Election.

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

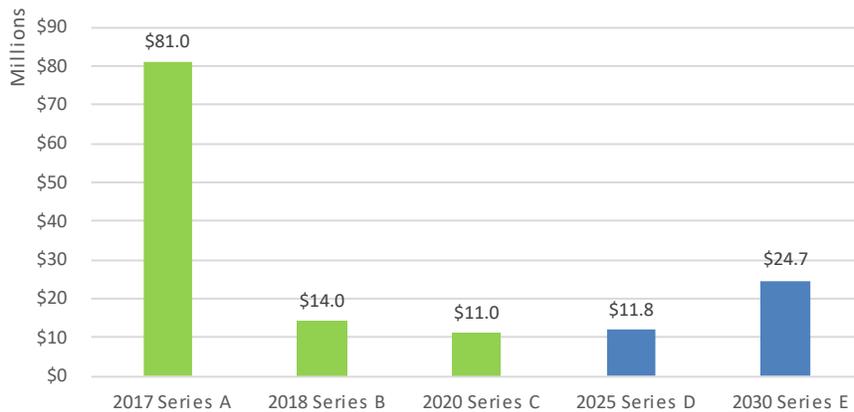
Assuming that the District’s assessed valuation continues to grow as presented in Exhibit B at an annual average of 4.0 percent and that the District implements the maximum tax rate of \$30 per \$100,000 of assessed value allowed by Proposition 39 over a 30-year term for each bond sale, the District is projected to issue its remaining bond authorization of approximately \$138.5 million in bond proceeds over a projected 8-year period based on current market conditions. Based on the above assumptions and those in Exhibit B, Figure 1 depicts the above projection and assumes that additional bond proceeds may be available in 2027 and 2031 respectively, beyond the amount sold in 2023.

Figure 1: Estimated Measure “I” Bond Proceeds at \$30 Tax Rate Per \$100,000 of Assessed Value



In addition to the above, the District has approximately \$36.5 million in remaining authorization from Measure D election approved by voters in 2016. Based on the above assumptions and those in Exhibit B, Figure 2 depicts the bond proceeds issued to date thru 2020 and the projected bond proceeds that may be available from the remaining authorization of Measure D. Figure 2 illustrates the estimated timing and size of remaining bond issuances in support of the Enhanced Master Construct Program which projected to be available over two bond sales in 2025 and 2030 for a combined total of \$36.5 million.

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



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

The District’s outstanding bonds in both cases are secured by an annual levy on all taxable parcels within the boundaries of the District. The levy is based on the assessed value of a parcel as determined by Ventura County, pursuant to Proposition 13 and the corresponding tax rate is typically expressed in an amount per \$100,000 of assessed value. The tax rate for a given fiscal year is based on the County’s policies calculated to make the required bond interest and principal payments for a given period. In some cases, the County may initially over levy to establish a reserve fund which can be applied over time to better manage the tax rate required to repay the bonds from year to year. As a result, there can be a variance between the estimated tax rate required to make interest and principal payments and the calculated tax rate levied on property within the District. A variance can also be attributed to the collection of unitary taxes. In FY2024-25, Ventura County is levying a tax rate of \$118.00 per \$100,000 of assessed value for the District’s combined outstanding bonds.

4.3.3 OUTSTANDING CERTIFICATES OF PARTICIPATION AND POSSIBLE PREPAYMENT FROM GENERAL OBLIGATION BOND PROCEEDS

Certificates of Participation (“COPs”) are typically utilized by school districts to raise funds for land acquisition, facilities improvements, and lease equipment. Proceeds can be used to acquire, construct, and modernize facilities and equipment. COPs are a lease obligation payable from any source of revenue legally available, typically the District’s General Fund or local sources such as developer fees, and are typically issued with a term of up to 30 years. Unlike GO bonds, COPs have no dedicated, voter-approved

tax or other revenue to repay the COPs. However, a COP may be fully prepaid prior to maturity with proceeds from a future GO bond.

In 2016, the District identified a need to acquire school sites and construct a new elementary school and new middle school. The funding requirement to complete these schools was \$8 million, and the District financed these projects by issuing COPs. The COP financing was selected due to its flexibility in repayment options, the favorable financing costs, and ease of execution. Further, in the event that the anticipated sources of repayment did not materialize, the District structured the COP to allow for payment from its General Fund for the life of the COP.

The District successfully issued \$8 million in COPs in April 2016 with a term of 30 years and final maturity in 2045 with an average interest rate (TIC) of 4.1%. The initial debt service payments were interest-only, and the first principal payment was due in August 2022. After principal payments commence, debt service payments on the 2016 COP are approximately \$580,000 annually.

Figure 3: Schedule of Remaining Debt Service for 2016 COP

Year	Principal	Interest	Annual Payment
2025	\$210,000	\$371,500	\$581,500
2026	\$220,000	\$361,000	\$581,000
2027	\$230,000	\$350,000	\$580,000
2028	\$240,000	\$338,500	\$578,500
2029	\$255,000	\$326,500	\$581,500
2030	\$265,000	\$313,750	\$578,750
2031	\$280,000	\$300,500	\$580,500
2032	\$295,000	\$286,500	\$581,500
2033	\$305,000	\$271,750	\$576,750
2034	\$325,000	\$256,500	\$581,500
2035	\$340,000	\$240,250	\$580,250
2036	\$355,000	\$223,250	\$578,250
2037	\$375,000	\$205,500	\$580,500
2038	\$390,000	\$186,750	\$576,750
2039	\$410,000	\$167,250	\$577,250
2040	\$430,000	\$146,750	\$576,750
2041	\$455,000	\$125,250	\$580,250
2042	\$475,000	\$102,500	\$577,500
2043	\$500,000	\$78,750	\$578,750
2044	\$525,000	\$53,750	\$578,750
2045	\$550,000	\$27,500	\$577,500

The 2016 COP was structured to allow for prepayment from General Obligation Bond proceeds, State Reimbursements, and/or Developer Fees at any time after August 1, 2021 with no premium or penalty. At this time, the District has capacity to issue additional GO bonds from Measure “D”, and these bond proceeds may be used to prepay the 2016 COP and provide relief to the District’s General Fund.

The total cost of repayment is equal to 100% of the principal to be prepaid, together with accrued interest to the date fixed for prepayment, without premium. Assuming a prepayment date of August 1, 2025, the total cost of repayment would be approximately \$7.80 million.

MASTER BUDGET & SCHEDULE

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

5.1 PROPOSED MASTER BUDGET SOURCES AND USES

The District has adopted specifications for 21st Century Learning Environments to guide the reconfiguration and improvement of its K-5, K-8 and 6-8 school facilities in phases over a 15-year period. The overall goal is to reconstruct older schools, improve or replace support facilities, extend its grade configuration to 4-year-old students, and replace portable classrooms with permanent facilities wherever possible. Up to this point, the Program has led to the design of eight new 21st Century schools, the construction of 6 such schools to date with the completion of the seventh school expected to be available for occupancy in fall 2025. In addition, it has led to the construction of three Early Childhood Development Centers (ECDC), with one commencing construction and one additional ECDC in design, the acquisition of 2 school sites, and the design and approval of two elementary schools for modernization. It has also provided for the expansion of construction of TK/K and special education “flex-facilities” at four elementary school sites, and 21st Century science labs at select schools.

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

- Reconstruct Fremont Academy and Dr. Lopez Academy middle school campuses

- Provide 21st Century classroom improvements and reconstruct select support facilities to maintain equity
- Construct additional transitional kindergarten and early childhood education classrooms over time at select school sites throughout the District

Tables 7 and 8 provide a proposed integrated master budget of estimated sources and uses beginning with a summary accounting of previously completed projects followed by the next phases of remaining improvements as identified in the adopted Enhanced Master Construct Program. Previous phases include a total estimated sources and uses of approximately \$265.3 million with an estimated ending program reserve of \$856,484. The total budgets for completed projects have remained the same since the June 2024 report with no recommended adjustments. However, a budget adjustment to the Rose Avenue Reconstruction project is estimated to be required over the next six-month period to accommodate additional architect, Inspector of Record and Lease-Leaseback (LLB) contractor agreement extensions to reflect the off-site improvements requested by the City as well as the additional time required to complete the work. This amount is proposed to be accommodated through available program reserve funds during the current phase of implementation (Phase 3). Upon final closeout and expenditures of projects, total funding sources and expenditures for completed projects will be adjusted to reflect actuals.

Four estimated major funding sources are proposed to finance the remaining improvements under the Enhanced Master Construct Program including estimated remaining reserves from previous phases, remaining and new general obligation (G.O.) authorizations, modernization State aid grants or grants received from the State’s TK/K program, estimated developer fees, and interest earnings from these funding sources. There is an estimated \$856,484 in remaining program reserve from the previous phases that is projected to be available towards funding remaining improvements. Approximately \$214.2 million is available from the recently approved Measure “I” and is projected to be to fund the program over three bond series in 2023 and ending in 2031. An additional \$36.5 million in remaining GO bond authorization from Measure D is estimated to be available over two bond series in 2025 and 2030 to assist in funding planned improvements. Approximately \$62.5 million in estimated State Aid modernization and TK/K grants may be garnered over time including approximately \$6.8 million in estimated modernization grants at McAuliffe and Ritcher, \$14.5 million in the State’s Kinder program grants for Driffill and Marina West, and \$41.3 million in estimated modernization eligibility at Driffill, Curren, Lopez, Brekke, Ramona, Chavez, Kamala, Frank, Marshall, and Soria over time. Per the District’s October 31, 2024 capital funds accounting, approximately \$8.9 million may be available from developer fees as of June 30, 2024, and \$13.6 million is estimated to be collected over a six-year period as identified in the District’s Developer Fee Report and Teal Club Development as summarized in Section 4 of this report. Approximately \$5.7 million in interest earnings from these funding sources for the period July 1, 2022 – October 31, 2024 are assumed to be available to the Program as identified in the District’s capital funds accounting.

As shown in Table 8, approximately \$300.6 million is estimated in total anticipated costs. A Program Reserve of \$41.6 million is recommended providing a grand total integrated budget of \$342.2 million in remaining estimated project improvements to be funded over the proposed remaining phases. Adjustments since the June 2024 report include an approximately \$14.6 million budget increase to Dr.

Lopez Academy to accommodate the increased number of classrooms needed for special education programs and additional programs added to the site, and the Board’s direction to provide a gym/MPR meeting the specifications of Fremont Academy. The budgets for the planned changing rooms improvements to Lemonwood and Marshall have been reduced based on the adjusted scope of work and a minor reduction to the Marina West ECDC budget is presented based on the reduced State grants amounts resulting from the removal of fire sprinkler grants from the project. Construction for the Rose Avenue ECDC project is proposed to be moved from Phase 3 to Phase 4 to coincide with the completion of the Rose Avenue Elementary reconstruction project. The remaining improvements at Driffill K-8 are proposed to be moved from Phase 4 to Phase 5 to provide additional Program Reserve in Phase 4 during the construction of Dr. Lopez.

Table 7: Proposed Master Budget - Estimated Funding Sources

Estimated Sources	Previous Phases (2013-2022)	Phase 3 (2023-2026)	Phase 4 (2027-2030)	Phase 5 (2031-2034)	Phase 3 - 5 Subtotal	Total
Previous Phases						
Capital Funds	\$265,321,079	\$856,484	\$0	\$0	\$856,484	\$266,177,563
Subtotal	\$265,321,079	\$856,484	\$0	\$0	\$856,484	\$266,177,563
Measure "D" - 2016 GO Bond						
Series D (2025)	\$0	\$11,800,000	\$0	\$0	\$11,800,000	\$11,800,000
Series E (2030)	\$0	\$0	\$24,700,000	\$0	\$24,700,000	\$24,700,000
Subtotal	\$0	\$11,800,000	\$24,700,000	\$0	\$36,500,000	\$36,500,000
Measure "I" - 2022 GO Bond						
Series A (2023)	\$0	\$75,806,148	\$0	\$0	\$75,806,148	\$75,806,148
Series B (2027)	\$0	\$0	\$74,200,000	\$0	\$74,200,000	\$74,200,000
Series C (2031)	\$0	\$0	\$0	\$64,200,000	\$64,200,000	\$64,200,000
Subtotal	\$0	\$75,806,148	\$74,200,000	\$64,200,000	\$214,206,148	\$214,206,148
Additional State Aid						
Est. Modernization (Fin. Hardship)	\$0	\$0	\$0	\$0	\$0	\$0
Est. Modernization (60%/40%)	\$0	\$6,770,638	\$8,468,513	\$32,761,724	\$48,000,874	\$48,000,874
Driffill PS/TK/K Grant	\$0	\$6,915,318	\$0	\$0	\$6,915,318	\$6,915,318
Marina West PS/TK/K Grant	\$0	\$7,558,618	\$0	\$0	\$7,558,618	\$7,558,618
Subtotal	\$0	\$21,244,574	\$8,468,513	\$32,761,724	\$62,474,810	\$62,474,810
Additional Developer Fees						
6/30/24 Balance	\$0	\$8,919,728	\$0	\$0	\$8,919,728	\$8,919,728
Est. Developer Fee Collections	\$0	\$8,749,668	\$4,847,137	\$0	\$13,596,805	\$13,596,805
Subtotal	\$0	\$17,669,396	\$4,847,137	\$0	\$22,516,533	\$22,516,533
Interest Earnings						
2022-2023 Interest	\$0	\$1,481,282	\$0	\$0	\$1,481,282	\$1,481,282
2023-2024 Interest	\$0	\$4,169,684	\$0	\$0	\$4,169,684	\$4,169,684
2024-2025 Interest (as of 10/31/24)	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$5,650,966	\$0	\$0	\$5,650,966	\$5,650,966
Total Sources	\$265,321,079	\$133,027,568	\$112,215,649	\$96,961,724	\$342,204,941	\$607,526,020

Table 8: Proposed Master Budget - Estimated Uses

Estimated Uses	Previous Phases (2013-2022)	Phase 3 (2023-2026)	Phase 4 (2027-2030)	Phase 5 (2031-2034)	Phase 3 - 5 Subtotal	Total
Acquire New K-5 Elementary Site	\$7,767,119				\$0	\$7,767,119
Acquire New K-5/Middle School Site	\$9,756,633				\$0	\$9,756,633
Doris/Patterson K-5	\$492,786				\$0	\$492,786
Doris/Patterson 6-8	\$278,057				\$0	\$278,057
Seabridge K-5	\$3,019,331				\$0	\$3,019,331
Harrington K-5	\$23,776,013				\$0	\$23,776,013
Elm K-5	\$32,878,847				\$0	\$32,878,847
Lemonwood K-8	\$41,990,714	\$1,250,000			\$1,250,000	\$43,240,714
McKinna K-5	\$36,191,904				\$0	\$36,191,904
Rose Avenue K-5	\$51,071,913				\$0	\$51,071,913
Planning for K-8 MPRs	\$166,253				\$0	\$166,253
Harrington Kindergarten Annex	\$3,215,039				\$0	\$3,215,039
Lemonwood Kindergarten Annex	\$3,571,599				\$0	\$3,571,599
Technology	\$12,234,498				\$0	\$12,234,498
McAuliffe K-5	\$3,244,674	\$8,883,623			\$8,883,623	\$12,128,297
Ritchen K-5	\$3,595,981	\$10,019,137			\$10,019,137	\$13,615,118
Brekke K-5	\$2,184,562			\$8,000,033	\$8,000,033	\$10,184,594
Ramona K-5	\$2,192,490			\$7,354,070	\$7,354,070	\$9,546,560
Driffill K-8	\$429,872			\$13,005,183	\$13,005,183	\$13,435,055
Chavez K-8	\$649,121			\$14,696,311	\$14,696,311	\$15,345,432
Kamala K-8	\$619,816			\$19,708,843	\$19,708,843	\$20,328,658
Curren K-8	\$598,603		\$26,442,963		\$26,442,963	\$27,041,566
Marshall K-8	\$13,019,406	\$1,250,000		\$5,376,218	\$6,626,218	\$19,645,624
Soria K-8				\$3,904,945	\$3,904,945	\$3,904,945
Fremont 6-8	\$1,901,281	\$65,758,461			\$65,758,461	\$67,659,742
Frank 6-8				\$15,290,123	\$15,290,123	\$15,290,123
Dr. Lopez 6-8	\$1,079,278	\$4,672,169	\$65,007,442		\$69,679,611	\$70,758,889
ECDC at Driffill		\$9,879,025			\$9,879,025	\$9,879,025
ECDC at Rose Avenue		\$580,688	\$4,349,290		\$4,929,979	\$4,929,979
ECDC at Marina West		\$10,798,025			\$10,798,025	\$10,798,025
Brekke ES COP Lease Payments	\$3,831,453				\$0	\$3,831,453
Land Acquisition COP Lease Payments	\$480,000	\$2,062,500	\$2,321,000		\$4,383,500	\$4,863,500
Additional Program Expenditures	\$4,519,836				\$0	\$4,519,836
Portables Lease Payments	\$564,000				\$0	\$564,000
Total	\$265,321,079	\$115,153,629	\$98,120,695	\$87,335,726	\$300,610,050	\$565,931,129
Program Reserve	\$0	\$17,873,939	\$14,094,954	\$9,625,998	\$41,594,891	\$41,594,891
Total Uses	\$265,321,079	\$133,027,568	\$112,215,649	\$96,961,724	\$342,204,941	\$607,526,020

5.2 MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM EXPENDITURES TO DATE

A budget and expenditure tracking protocol has been established and utilized for projects currently being implemented. As of the June 2024 Semi-Annual Report, the total budget was approximately \$432.3 million for projects under current implementation, exclusive of the net balance of the remaining Enhanced Master Construct that have been integrated into this report. Any changes to sources, uses, and schedules included in this report have considered actual District expenditures for the respective projects and are tracked against established project budgets. As needed, the program reserves and estimated ending fund balance will be utilized to accommodate unforeseen but required budget adjustments.

Table 9 provides a summary report of expenditures made for the Program during the period July 1, 2012 – October 31, 2024, totaling approximately \$264 million. Expenditures made after this period will be accounted for in the next Semi-Annual update. The District’s financial system accounts for expenditures by Fiscal Year (July 1 – June 30) and is used in reporting these expenditures. The report is organized by Fiscal Year and includes expenditures across various construction funds. It should be noted that expenditure reporting is based on the budget approved as part of the June 2024 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this December 2024 report, subsequent expenditure reports will reflect the revised budget value.

The District has accounted for districtwide expenses, including the program manager fee in object codes 5800 and 6205 and has not allocated these expenses to specific projects. For the purposes of Table 9, CFW has allocated such districtwide program manager fee expenses by taking the actual expenditures for a given fiscal year and then allocating the actuals by the percentage of fees earned for that period for a given project pursuant to the latest agreed upon fee calculation. Pursuant to the contract, the total program management fee does not exceed 4.75% of the projects managed. From July 1, 2012, through October 31, 2024, the District disclosed expenditures of approximately \$36.6 million for additional facilities improvements not identified in the Master Construct Program. Of the total, \$15.8 million were expended for eligible projects prior to the adoption of the January 2013 Implementation Plan beginning with \$3.7 million of Developer Fee Fund balances, plus additional expenditures thereafter which were planned for State aid reimbursement. Given the deferral of State reimbursements, these expenditures are now being subsumed into the Master Construct Program until such time that State aid reimbursement becomes available. Eligible improvements included, but are not limited to, replacement or addition of relocatable facilities, improvements and DSA closeout of prior projects, District energy efficiency improvements, and other facility improvements. The remaining \$20.8 million in expenditures outside of the Program were funded by the District’s prior Measure M bond program. Expenditure reports related to the current bond programs are made available for review by the Citizens’ Oversight Committees and expenditures are audited annually for the Board’s review.

Table 9: Estimated Expenditures to Date for Projects Under Implementation

Project	Adopted	Fiscal Year Expenditures											Total				
	Budget	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		2023-24	2024-25 ¹		
Acquire Site New Elem K-5	\$7,767,119	\$7,669,851	\$34,158	\$0	\$46,736	\$16,375	\$575	(\$575)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,767,119
Doris/Patterson Acquire Land	\$9,199,275	\$0	\$0	\$0	\$75,044	\$205,921	\$8,906,123	\$12,186	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,199,275
Doris/Patterson LAFCO Planning	\$557,358	\$0	\$14,625	\$37,345	\$29,551	\$143,778	\$254,516	\$14,492	\$7,518	\$2,730	\$2,802	\$0	\$8,387	\$0	\$0	\$0	\$515,746
Design & Reconstruct Harrington Elem K-5	\$23,776,013	\$145,778	\$1,493,468	\$12,213,321	\$9,696,534	\$224,482	\$2,431	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$23,776,013
Design & Reconstruct Lemonwood Elem K-8	\$41,990,714	\$143,601	\$853,523	\$1,448,320	\$1,743,844	\$15,507,309	\$14,838,960	\$6,968,618	\$388,855	\$82,327	\$15,359	\$38,154	\$0	\$0	\$0	\$0	\$42,028,868
Design & Reconstruct Elm Elem K-5	\$32,878,847	\$0	\$371,370	\$1,190,499	\$339,884	\$3,322,667	\$13,223,004	\$13,246,832	\$1,164,669	\$19,923	\$0	\$0	\$0	\$0	\$0	\$0	\$32,878,847
Design & Construct Seabridge K-5	\$3,019,331	\$0	\$0	\$0	\$0	\$149,354	\$1,758,821	\$432,230	\$377,275	\$301,651	\$0	\$0	\$0	\$0	\$0	\$0	\$3,019,331
Design & Reconstruct McKinna K-5	\$36,191,904	\$0	\$0	\$0	\$0	\$665,360	\$1,890,610	\$16,647,525	\$14,958,735	\$1,928,504	\$101,171	\$0	\$0	\$0	\$0	\$0	\$36,191,904
Design & Reconstruct Rose Avenue K-5	\$51,071,913	\$0	\$0	\$0	\$0	\$56,208	\$1,101,475	\$907,133	(\$12,288)	\$339,496	\$14,048,528	\$22,435,994	\$7,248,338	\$232,017	\$0	\$0	\$46,356,902
Design & Construct Doris/Patterson K-5	\$492,786	\$0	\$0	\$0	\$421,184	\$0	\$0	\$71,602	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$492,786
Design & Construct Doris/Patterson 6-8	\$278,057	\$0	\$0	\$0	\$0	\$0	\$0	\$278,057	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$278,057
Design & Improve K-5 Kindergarten Facilities																	
Ritchen	\$552,588	\$14,815	\$70,444	\$350,437	\$116,773	\$119	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$552,588
Brekke	\$275,097	\$11,699	\$57,322	\$199,450	\$6,513	\$112	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$275,097
McAuliffe	\$321,487	\$11,331	\$86,709	\$214,442	\$8,898	\$107	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$321,487
Driffill	\$351,773	\$51,334	\$56,711	\$242,911	\$0	\$817	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$351,773
Total K-5 Kindergarten Facilities	\$1,500,945	\$89,180	\$271,185	\$1,007,240	\$132,184	\$1,155	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500,945
Design & Construct Science Labs/Academies																	
Chavez	\$649,121	\$17,481	\$168,665	\$443,521	\$19,273	\$182	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$649,121
Curren	\$598,603	\$16,815	\$118,588	\$445,540	\$17,485	\$176	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$598,603
Kamala	\$619,816	\$17,230	\$155,224	\$428,876	\$18,299	\$186	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$619,816
Dr. Lopez Academy of Arts & Sciences	\$1,079,278	\$63,562	\$300,654	\$664,564	\$23,810	\$25,687	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,079,278
Fremont	\$1,901,281	\$85,016	\$510,634	\$1,209,204	\$12,709	\$83,718	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,901,281
Total Science Labs/Academies	\$4,848,099	\$200,104	\$1,253,766	\$3,191,705	\$91,576	\$109,948	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,848,099
Project 1 Remaining Adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Kindergarten Flex Classrooms																	
Brekke	\$1,909,465	\$0	\$0	\$0	\$0	\$0	\$920,944	\$988,521	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,909,465
McAuliffe	\$2,472,793	\$0	\$0	\$0	\$0	\$0	\$752,619	\$1,706,119	\$14,054	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,472,793
Ramona	\$2,192,490	\$0	\$0	\$0	\$0	\$0	\$149,233	\$1,898,328	\$144,929	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,192,490
Ritchen	\$2,597,633	\$0	\$0	\$0	\$0	\$0	\$720,196	\$1,699,266	\$178,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,597,633
Total Kindergarten Flex Classrooms	\$9,172,380	\$0	\$0	\$0	\$0	\$0	\$2,542,992	\$6,292,234	\$337,154	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,172,380
Kindergarten Annex Improvements																	
Harrington	\$3,215,039	\$0	\$0	\$28,210	\$111,846	\$62,878	\$1,827,579	\$1,177,574	\$6,952	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,215,039
Lemonwood	\$3,571,599	\$0	\$0	\$22,554	\$31,791	\$34,636	\$28,156	\$167,567	\$3,123,055	\$126,417	\$37,424	\$69,596	\$0	\$0	\$0	\$0	\$3,641,195
Total Kindergarten Annex Improvements	\$6,786,638	\$0	\$0	\$50,764	\$143,637	\$97,514	\$1,855,735	\$1,345,141	\$3,130,007	\$126,417	\$37,424	\$69,596	\$0	\$0	\$0	\$0	\$6,856,234
Marshall K-8 12 Classroom Addition	\$13,019,406	\$0	\$0	\$82,332	\$556,774	\$175,245	\$4,059,139	\$5,350,111	\$2,771,500	\$24,306	\$0	\$0	\$0	\$0	\$0	\$0	\$13,019,406
Planning related to MPRs for P/P K-8 Schools	\$166,253	\$0	\$0	\$0	\$204,698	(\$36,006)	(\$2,439)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$166,253
Driffill MPR	\$78,099	\$0	\$0	\$0	\$0	\$0	\$0	\$78,099	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$78,099
Technology Phase 1	\$12,184,723	\$1,293,151	\$7,531,055	\$2,170,169	\$269,612	\$920,735	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$12,184,723
Technology Phase 2	\$49,775	\$0	\$0	\$0	\$0	\$63,465	\$187,239	\$16,213	(\$127,279)	(\$89,863)	\$0	\$0	\$0	\$0	\$0	\$0	\$49,775
McAuliffe 21st Century Modernization	\$9,334,017	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$230,585	\$208,558	\$9,492	\$0	\$35,532	\$61,887	\$0	\$0	\$546,053
Ritchen 21st Century Modernization	\$10,464,897	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$232,088	\$202,543	\$9,398	\$0	\$134,460	\$63,726	\$0	\$0	\$642,214
Design & Reconstruct Fremont Middle	\$65,758,461	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$580,261	\$1,756,241	\$847,776	\$3,184,278	\$0	\$3,184,278
Driffill ECDC	\$9,879,025	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$385,254	\$6,697,966	\$865,785	\$7,949,005	\$0	\$7,949,005
Rose Avenue ECDC	\$4,929,979	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$113,629	\$122,288	\$235,916	\$0	\$235,916
Marina West ECDC	\$10,932,026	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$553,931	\$162,479	\$716,410	\$0	\$716,410
Lemonwood Changing Room	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,231	\$10,134	\$40,365	\$0	\$40,365
Marshall Changing Room	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,231	\$10,134	\$40,365	\$0	\$40,365
Design & Reconstruct Dr. Lopez Academy	\$55,058,467	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$173,002	\$173,002	\$0	\$173,002
Program Planning	\$150,474	\$150,000	\$474	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$150,474
Program Reserve	\$6,802,604	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,802,604
TOTAL	\$432,339,587	\$9,691,666	\$11,823,625	\$21,391,694	\$13,751,259	\$21,623,508	\$50,620,180	\$51,659,899	\$23,458,818	\$3,146,592	\$14,224,173	\$23,509,259	\$16,608,945	\$2,549,227	\$264,058,846		

Notes:
 1. Fiscal Year 2024-25 expenditures are as of October 31, 2024
 2. Budgets have been adjusted per the June 2024 Master Construct and Implementation Program approved by Board
 3. Figures presented above are unaudited
 4. Approximately \$7.7 million in reported FY2017-18 expenditures for the Doris/Patterson Acquire Land was paid out of COP Funds

5.3 PROPOSED PROGRAM MASTER SCHEDULE

As summarized in Tables 10-12, the estimated cost for remaining improvements is estimated to be implemented over three remaining phases (Phases 3-5) beginning in FY2022-23 through FY2030-31. Phase 3 completes improvements at Fremont, McAuliffe, Ritchen, and ECDC facilities at Driffill and Marina West. Design activities are underway for the reconstruction of Dr. Lopez 6-8 school and ECDC facilities at Rose Avenue. Changing room projects at Lemonwood and Marshall K-8 schools are also proposed to be completed in this phase. Bond proceeds from existing authorization and the new measure are proposed to front the brunt of required costs. State modernization grants and awarded and projected grants under the State’s Preschool/TK/K are projected to be also available and may assist in funding. Estimated developer fees and School Impact Fees from the Teal Club development are proposed to assist with funding, as available. Phase 3 improvements are projected to be complete by the end of FY2025-26.

Table 10: Phase 3 (FY2022-23 – FY2025-26) Master Schedule and Sequencing

Project	Estimated Budget
McAuliffe K-5	\$8,883,623
Ritchen K-5	\$10,019,137
Fremont 6-8	\$65,758,461
Dr. Lopez 6-8	\$4,672,169
ECDC at Driffill	\$9,879,025
ECDC at Marina West	\$10,798,025
ECDC at Rose Avenue	\$580,688
Lemonwood K-8 Changing Room	\$1,250,000
Marshall K-8 Changing Room	\$1,250,000
Land Acquisition COP Lease Payments	\$2,062,500
Total	\$115,153,629
<i>Program Reserve</i>	<i>\$17,873,939</i>
Total Uses	\$133,027,568

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

Table 11: Phase 4 (FY2026-27 – FY 2030-31) Master Schedule and Sequencing

Project	Estimated Budget
ECDC at Rose Avenue	\$4,349,290
Curren K-8	\$26,442,963
Dr. Lopez 6-8	\$65,007,442
Land Acquisition COP Lease Payments	\$2,321,000
Total	\$98,120,695
Program Reserve	\$14,094,954
Total Uses	\$112,215,649

Phase 5 completes improvements at Brekke, Ramona, Driffill, Chavez, Kamala, Marshall, Soria, and Frank. Proceeds from the third series of bond sales from the new bond measure would fund a major portion of anticipated costs. The balance is anticipated to be from State grants. Phase 5 improvements are projected to be complete by the end of FY2034-35.

Table 12: Phase 5 (FY2031-32 - FY2034-35) Master Schedule and Sequencing

Project	Estimated Budget
Brekke K-5	\$8,000,033
Ramona K-5	\$7,354,070
Driffill K-8	\$13,005,183
Chavez K-8	\$14,696,311
Kamala K-8	\$19,708,843
Marshall K-8	\$5,376,218
Soria K-8	\$3,904,945
Frank 6-8	\$15,290,123
Total	\$87,335,726
Program Reserve	\$9,625,998
Total Uses	\$96,961,724

Based on the identified phasing plan, Table 13 provides a summary of proposed projects under management, including those that are currently underway totaling approximately \$234.4 million.

Table 13: Projects Under Management

Project Name	Start Date	End Date	Master Budget
			(Current Dollars)
Rose Avenue	Jan-2017	Apr-2026	\$51,071,913
Fremont 6-8	Dec-2022	Feb-2028	\$65,758,461
Driffill ECDC	Nov-2022	Feb-2025	\$9,879,025
Rose Avenue ECDC	Sep-2023	Aug-2028	\$4,929,979
Marina West ECDC	Oct-2023	Feb-2026	\$10,798,025
Lemonwood Changing Room	Mar-2024	May-2026	\$1,250,000
Marshall Changing Room	Mar-2024	May-2026	\$1,250,000
Ritchen Modernization	Jan-2024	Aug-2026	\$10,464,897
McAuliffe Modernization	Apr-2024	Aug-2026	\$9,334,017
Dr. Lopez 6-8	Aug-2024	Feb-2029	\$69,679,611
Total			\$234,415,927

RECOMMENDATIONS

6.1 CONCLUSION & RECOMMENDATIONS

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

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

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

EXHIBIT A

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

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

Date	Board Agenda Item	Agenda Description	Purpose	Action
26-Jun-24	A.10	Presentation of the June 2024 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	Board of Trustees to receive the June 2024 Semi-Annual Implementation Program Update	Information
26-Jun-24	C.9	Approval of Resolution No. 23-26 Making Environmental Findings in Connection with the Preschool, Transitional Kindergarten, and Kindergarten Classrooms Project at Marina West Elementary School	The Board of Trustees approve Resolution making environmental findings in connection with the new PSTK Classrooms	Approved
26-Jun-24	C.10	Approval of Resolution No. 23-27 Making Environmental Findings in Connection with the Proposed Reconstruction of Fremont Middle School	The Board of Trustees approve Resolution making environmental findings in connection with the new PSTK Classrooms	Approved
26-Jun-24	C.11	Approval of Resolution No. 23-28 Making Environmental Findings in Connection with the ECDC Project at Rose Avenue Elementary School	The Board of Trustees approve Resolution making environmental findings in connection with the new PSTK Classrooms	Approved
26-Jun-24	C.59	Approval of Agreement #24-70 –CFW Advisory Services, LLC	To provide financial consulting and advisory services in connection with the issuance of General Obligation Bonds and other financial transactions, July 1, 2024 through June 30, 2029	Approved
7-Aug-24	C.3	Approval and Adoption of the June 2024 Semi-Annual Implementation Program Update as an Adjustment to the Enhanced Master Construct Program	The Board of Trustees approve adoption of Semi-Annual Implementation Program Update	Approved
7-Aug-24	C.4	Approval of Resolution No. 23-27 Making Revised Environmental Findings to the CEQA Report in Connection with the Proposed Reconstruction of Fremont Middle School	The Board of Trustees approve Resolution making environmental findings in connection with the reconstruction.	Approved
21-Aug-24	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	The Board of Trustees to ratify amendment in the amount of \$181.161.01	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
21-Aug-24	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	The Board of Trustees to ratify amendment in the amount of \$156,636.00	Approved
21-Aug-24	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 Ritche Elementary School Modernization Project	The Board of Trustees to ratify amendment in the amount of \$156,636.00	Approved
21-Aug-24	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	The Board of Trustees to ratify amendment in the amount of \$12,800	Approved
21-Aug-24	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	The Board of Trustees to ratify amendment in the amount of \$8,250	Approved
18-Sep-24	C.10	Approval of Construction Services Agreement #24-115 with Edwards Construction Group for the Ritche Elementary School Modernization Project	The Board of Trustees approve construction agreement with Edwards Construction group	Approved
18-Sep-24	C.12	Ratification of Allocations of Contract Contingency #17 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	The Board of Trustees approve ratification for amendment #001 for the GMP	Approved
18-Sep-24	C.13	Ratification of Amendment #01 to Agreement #23-99 with Universal Engineering Sciences to Provide Additional Laboratory of Record Services for the Driffill PS/TK/K Project at Driffill Elementary School	The Board of Trustees approve ratification for amendment #001 for the Lab of Record	Approved
18-Sep-24	C.14	Ratification of Amendment #01 to Agreement #23-195 with Universal Engineering Sciences to Provide Additional Geotechnical Engineering Services for the Marina West PS/TK/K Project at Marina West Elementary School	The Board of Trustees approve ratification for amendment #001 for the Geotech	Approved
2-Oct-24	D.1	Selection of Architect of Record to Provide Architectural Engineering Services for the Dr. Lopez Academy Reconstruction Project and Approval of Agreement #24-126 for Architectural Services with Perkins Eastman Architects DPC for the Proposed Project Design	The Board of Trustees approve agreement for Architect: Perkins Eastman for Dr. Lopez	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
16-Oct-24	C.8	Approval of Amendment No. 001 to Agreement No. 17-49 with Arcadis International Ltd. (formerly known as IBI Group) to Provide Architectural Engineering Services for Rose Avenue School Reconstruction Project	The Board of Trustees approve amendment #001 for the Architect at Rose Reconstruction	Approved
16-Oct-24	C.9	Approval of Change Order #006 for Construction Services Agreement #17-158 between the Oxnard School District and Balfour Beatty Construction LLC for the Rose Avenue Elementary School Reconstruction Project	The Board of Trustees approve Change order #006 for Balfour Beatty at Rose Reconstruction	Approved
16-Oct-24	C.10	Approval of Credit Change Order #003 for Agreement #22-238 with Viola Constructors for the Driffill Elementary School New Transitional Kindergarten Facilities	The Board of Trustees approve Change Order #003 for Viola at Driffill	Approved
16-Oct-24	C.17	Approval of Agreement #24-135 with Tetra Tech to Provide CEQA Compliance Services for the Dr. Lopez Academy Reconstruction Project	The Board of Trustees to approve Change Order for additional services in the amount of \$4,000	Approved
16-Oct-24	C.18	Approval of Agreement #24-136 with MNS Engineers, Inc. to Provide Surveying Services for the Dr. Lopez Academy Reconstruction Project	The Board of Trustees to approve Change Order for additional services at Dr. Lopez with MNS for in the amount of \$104,555	Approved
16-Oct-24	C.19	Approval of Agreement #24-137 with Universal Engineering Services to Provide Geotechnical Engineering Services for the Dr. Lopez Academy Reconstruction Project	The Board of Trustees to approve agreement for additional services at Dr. Lopez with UES for in the amount of \$27,900	Approved
16-Oct-24	C.20	Approval of Agreement #24-138 with Universal Engineering Services to Provide DTSC Compliance Services for the Dr. Lopez Academy Reconstruction Project	The Board of Trustees to approve agreement for services at Dr. Lopez with UES for in the amount of \$2,400	Approved
16-Oct-24	C.21	Approval of Agreement #24-139 with Kenco Construction Services, Inc. to Provide Inspector of Record (IOR) Services for the McAuliffe Elementary School Modernization Project	The Board of Trustees to approve agreement for services at McAuliffe with Kenco for in the amount of \$150,000	Approved
16-Oct-24	C.22	Approval of Agreement #24-140 with Kenco Construction Services, Inc. to Provide Inspector of Record (IOR) Services for the Ritche Elementary School Modernization Project	The Board of Trustees to approve agreement for services at Ritche with Kenco for in the amount of \$150,000	Approved
16-Oct-24	C.23	Selection of Architect of Record to Provide Architectural Engineering Services for the Lemonwood School Changing Room Project and Approval of Agreement #24-141 for Architectural Services with SVA Architects, Inc. for the Proposed Project Design	The Board of Trustees to approve agreement for services at Lemonwood with SVA for in the amount of \$138,450	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
16-Oct-24	C.24	Selection of Architect of Record to Provide Architectural Engineering Services for the Marshall School Changing Room Project and Approval of Agreement #24-142 for Architectural Services with SVA Architects, Inc. for the Proposed Project Design	The Board of Trustees to approve agreement for services at Marshall with SVA for in the amount of \$128,800	Approved
16-Oct-24	C.25	Approval of Construction Services Agreement #24-143 with Viola Constructors for the Modernization Project at McAuliffe Elementary School	The Board of Trustees to approve agreement for services at McAuliffe with Viola for in the amount of \$17,310	Approved
20-Nov-24	C.7	Approval of Change Order #004 for Viola Constructors for the Driffill Elementary School New Transitional Kindergarten Facilities	The Board of Trustees to approve Change Order #004 with Viola Constructors in the amount of \$3,413.23	Approved
20-Nov-24	C.8	Approval of Change Order #5 for Viola Constructors for the Driffill Elementary School New Transitional Kindergarten Facilities	The Board of Trustees to approve Change Order #05 with Viola Constructors in the amount of \$39,496.36	Approved
20-Nov-24	C.12	Approval of Amendment #001 for Agreement #23-100 for Inspector of Record Services with Kenco Construction Services, Inc., for New PS/TK Facilities at Driffill Elementary School	The Board of Trustees to approve Amendment #001 to Agreement 23-100 with Kenco Construction Services, Inc. in the amount of \$52,920.00	Approved
20-Nov-24	C.13	Approval of Amendment #1 to Construction Services Agreement #24-115, Site Lease Agreement #24-166, and Sub Lease Agreement #24-167 with Edwards Construction Group for the Modernization Project at Ritche Elementary School	The Board of Trustees to approve the Amendment #1 to Construction Services Agreement #24-115, approve Site Lease Agreement #24-166, and Sub Lease Agreement #24-167 with Edwards Construction Group in the amount of \$6,398,235.00	Approved
20-Nov-24	C.25	Approval of Agreement #24-164, Tetra Tech - DTSC Compliance Phase 1 - PS/TK/K Project at Marina West Elementary School	The Board of Trustees to approve Agreement #24-164 with Tetra Tech in the amount of \$5,900.00	Approved
20-Nov-24	C.26	Approval of Agreement #24-165 -TYR, Inc. - Inspector of Record Services (IOR) - Marina West Elementary School ECDC Project	The Board of Trustees to approve Agreement #24-165 with TYR, Inc. in the amount of \$235,400.00	Approved
20-Nov-24	C.29	Ratification of Amendment #003 to Agreement #21-140 with Kenco Construction Services, Inc. to Provide Additional Inspector of Record (IOR) Services for the Rose Avenue Elementary School	The Board of Trustees to ratify Amendment #003 to Agreement #21-140, with Kenco Construction Services, Inc. in the amount of \$52,920.00	Approved

EXHIBIT B

B.1 GENERAL OBLIGATION BONDS

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

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

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

The 1997 authorization approved the sale of \$57 million in G.O. bonds. To date, \$57 million in bonds have been sold, leaving no remaining authorization from the 1997 Election. After the issuance of the 1997 Election bonds, the District issued seven series of refunding bonds between 2001 and 2022 to refinance outstanding 1997 Election bonds and generate debt service savings for District taxpayers. The 1997 Election was approved pursuant to Proposition 46 which required a 2/3 majority of voters to pass and there is no legal tax rate limit for the purposes of issuing bonds from this authorization. As of August 2, 2024, the outstanding principal to be repaid from the 1997 Election is approximately \$20.6 million.

The 2006 authorization was approved by voters and authorized the sale of \$64 million in G.O. bonds. To date, \$64 million in bonds have been sold, leaving no remaining authorization from the 2006 Election. Subsequent to the issuance of bonds, the District refunded some of the 2006 Election bonds in 2014, 2015, 2016, and 2020 to refinance outstanding 2008 Election bonds and generate debt service savings for District taxpayers. As of August 2, 2024, the outstanding principal to be repaid from the 2008 Election is approximately \$30.7 million.

The 2012 authorization was approved by voters and authorized the sale of \$90 million in G.O. bonds. To date, \$90 million in bonds have been sold, leaving no remaining authorization from the 2012 Election. After the issuance of Election 2012 bonds, the District refunded bonds in 2019, 2020, and 2022 to refinance outstanding 2012 Election bonds and generate debt service savings for District taxpayers. As of August 2, 2024, the outstanding principal to be repaid from the 2012 Election is approximately \$91.6 million.

**Table B1: Summary of District G.O. Bond Authorizations and Past Issuances
(as of August 2, 2023)**

Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio ⁽¹⁾	Years Remaining	Refunded Series
1997 Election (Prop. 46 Election)					Authorization:		\$57,000,000
New Money Issues							
1997A	Tax-Exempt GO Bond	8/5/1997	\$5,000,000	\$0	2.03	0	
1999B	Tax-Exempt GO Bond	6/30/1999	\$13,000,000	\$0	2.02	0	
2000C	Tax-Exempt GO Bond	7/11/2000	\$4,000,000	\$0	2.07	0	
2001D	Tax-Exempt GO Bond	2/20/2001	\$7,800,000	\$0	1.93	0	
2001E	Tax-Exempt GO Bond	7/24/2001	\$15,000,000	\$0	1.95	0	
2002F	Tax-Exempt GO Bond	8/6/2002	\$5,000,000	\$0	1.91	0	
2004G	Tax-Exempt GO Bond	6/30/2004	\$7,200,000	\$0	1.90	0	
Total			\$57,000,000				
Refunding Issues							
2001	Tax-Exempt GO Bond	8/15/2001	\$20,920,000	\$0	1.96	0	97A, 99B, 2000C
2010	Tax-Exempt GO Bond	3/3/2011	\$10,750,000	\$0	1.35	0	01D, 01E, 02F, 04G
2011	Tax-Exempt GO Bond	7/1/2011	\$7,275,000	\$0	1.46	0	01D, 01E, 02F, 04G
2012	Tax-Exempt GO Bond	6/21/2012	\$12,240,000	\$0	1.62	0	01D, 01E, 02F, 04G
2019	Taxable GO Bond	10/31/2019	\$13,765,000	\$10,105,000	1.18	8	01Ref, 11Ref
2020	Taxable GO Bond	9/3/2020	\$13,645,000	\$10,465,000	1.12	9	10Ref, 11Ref, 12Ref
2022	Tax-Exempt GO Bond	6/22/2022	\$380,000	\$0	1.02	0	12Ref
Total			\$20,570,000		1.15	9	
1997 Election 2024-25 Tax Rate: \$0.00					Remaining Authorization:		\$0
2006 Election (Prop. 39 Election)					Authorization:		\$64,000,000
New Money Issues							
2007A	Tax-Exempt GO Bond	2/8/2007	\$32,000,000	\$0	1.83	0	
2008B	Tax-Exempt GO Bond	7/11/2008	\$31,997,467	\$7,077,467	1.98	9	
Total			\$63,997,467				
Refunding Issues							
2014	Tax-Exempt GO Bond	6/4/2014	\$11,835,000	\$2,320,000	1.36	2	2007A
2015	Tax-Exempt GO Bond	4/8/2015	\$14,305,000	\$8,025,000	1.72	12	2007A
2016	Tax-Exempt GO Bond	8/31/2016	\$16,360,000	\$5,000,000	1.23	2	2008B
2020	Taxable GO Bond	9/3/2020	\$9,110,000	\$8,295,000	1.18	9	14Ref, 15Ref
Total			\$30,717,467		1.53	12	
2006 Election 2024-25 Tax Rate: \$21.40					Remaining Authorization:		\$0
2012 Election (Prop. 39 Election)					Authorization:		\$90,000,000
New Money Issues							
2012A	Tax-Exempt GO Bond	12/27/2012	\$18,390,000	\$455,000	1.79	3	
2013B	Tax-Exempt GO Bond	5/30/2013	\$25,500,000	\$610,000	1.99	4	
2014C	Tax-Exempt GO Bond	10/21/2014	\$15,750,000	\$2,025,000	2.07	14	
2015D	Tax-Exempt GO Bond	7/22/2015	\$30,360,000	\$3,040,000	1.89	4	
Total			\$90,000,000				
Refunding Issues							
2019	Taxable	10/31/2019	\$13,057,988	\$12,020,000	1.48	19	2012A, 2013B
2020	Taxable GO Bond	9/3/2020	\$68,020,000	\$64,095,000	1.38	20	2013B, 2014C, 2015D
2022	Tax-Exempt GO Bond	6/22/2022	\$10,238,000	\$9,378,000	1.39	19	2012A
Total			\$91,623,000		1.43	20	
2012 Election 2024-25 Tax Rate: \$45.50					Remaining Authorization:		\$0
2016 Election (Prop. 39 Election)					Authorization:		\$142,500,000
New Money Issues							
2017A	Tax-Exempt GO Bond	3/15/2017	\$81,000,000	\$80,910,000	2.13	22	
2018B	Tax-Exempt GO Bond	3/14/2018	\$13,996,626	\$12,631,710	2.16	23	
2020C	Tax-Exempt GO Bond	11/24/2020	\$10,995,135	\$10,800,135	1.99	26	
Total			\$105,991,760	\$104,341,845	2.12	26	
2016 Election 2024-25 Tax Rate: \$27.20					Remaining Authorization:		\$36,508,240
2022 Election (Prop. 39 Election)					Authorization:		\$215,000,000
New Money Issues							
2023A	Tax-Exempt GO Bond	3/30/2023	\$76,515,000	\$76,515,000	1.98	29	
2022 Election 2024-25 Tax Rate: \$23.90					Remaining Authorization:		\$138,485,000
All Elections Total			\$393,504,228	\$323,767,312	1.77	29	
Aggregate 2024-25 Tax Rate: \$118.00							

Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County
⁽¹⁾ Repayment ratio upon issuance of bonds; total represents weighted average of all outstanding bonds

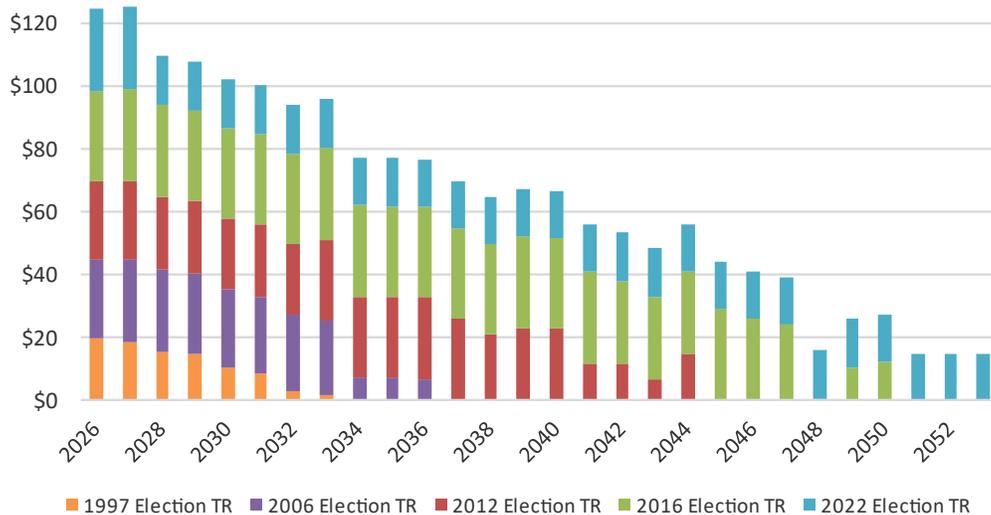
The 2016 authorization was approved by voters and authorized the sale of \$142.5 million in G.O. bonds. To date, \$104.9 million in bonds have been sold, leaving a remaining authorization of \$36.5 million from the 2016 Election. As of August 2, 2024, the outstanding principal to be repaid from the 2016 Election is approximately \$104.3 million.

The 2022 authorization was approved by voters and authorized the sale of \$215 million in G.O. bonds. To date, \$76.5 million in bonds have been sold, leaving a remaining authorization of \$138.5 million from the 2022 Election. As of August 2, 2024, the outstanding principal to be repaid from the 2022 Election is approximately \$76.5 million.

Each of the 2006, 2012, 2016, 2022 authorizations were approved pursuant to Proposition 39 which set a maximum annual tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing bonds from each respective authorization. The District’s currently outstanding bonds, and subsequent refunding of these bonds, account for approximately \$323.8 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2053-54.

Figure B1 indicates the estimated tax rate required to pay the principal and interest for the District’s outstanding bonds. In FY 2024-25, Ventura County levied an aggregate tax rate of \$118.00 per \$100,000 of assessed value for the District’s outstanding G.O. bonds. Based on the interest and principal payments scheduled for the repayment of outstanding bonds and an average annual assessed value growth of 4 percent (4.0%) over the remaining term of the bonds, it is estimated that the annual tax rate to repay the bonds will begin to gradually decline over the next four years and continue to decline more rapidly thereafter.

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

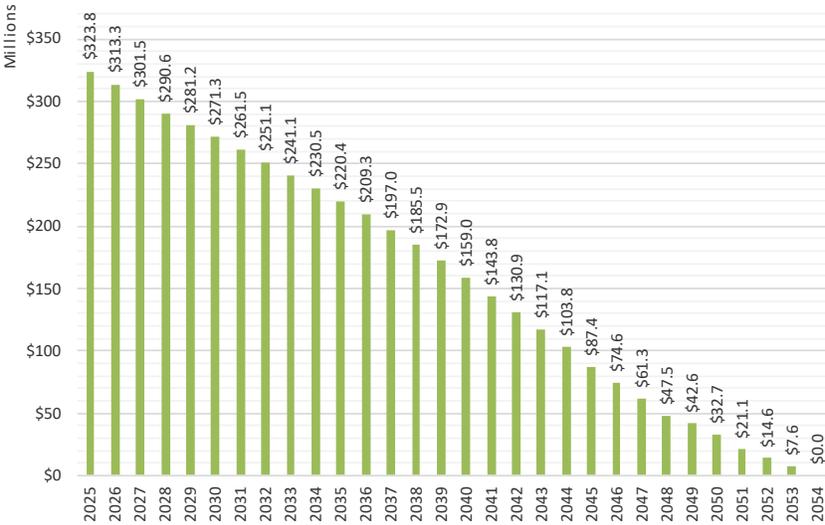


**Assumes AV growth 4% annually on average*

The District’s current outstanding bonds, and subsequent refunding of these bonds, account for approximately \$324 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year FY 2053-54, with total annual payments ranging between \$6.9 million and \$24.0 million for the

next 30 years. Total principal to be repaid year-to-year ranges from \$5.0 million to \$16.4 million, while interest payments range from \$323,425 to \$13.1 million. Figure B2 indicates that the District had approximately \$324 million in total outstanding G.O. bonded indebtedness in FY 2024-25 and is anticipated to decline thereafter absent any additional G.O. bond sales. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY 2053-54.

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



B.1.2 FUTURE BOND SALES

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

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

The District’s total assessed valuation serves as the source from which tax revenues are derived for the purpose of repaying the District’s bond debt service. As the assessed value grows, so does the District’s ability to repay a greater amount of bond debt service and therefore its ability to issue additional bonds. Table B2 presents a history of the District’s assessed valuation. Historically, assessed value has increased with some minimal periods of decline. During the early to late 2000s, the District experienced assessed value growth ranging from approximately 9 to 14 percent annually. This coincided with a period of strong economic performance statewide. Conversely, as the economy contracted during the Great Recession, the District’s assessed valuation experienced periods of contraction in FY 2010 through FY 2012. Overall, assessed valuation growth averaged 4.3 percent annually over the last 20 years. Most recently, over the

last 5-year period, the annual assessed valuation growth rate has averaged 4.5 percent. While annual assessed valuation growth has slowed compared to the mid-2000s, it may indicate a more sustainable pace of economic expansion within the District.

Table B2: Historic District Total Assessed Valuation

FYE	Assessed Valuations	
	Total	% Change
2005	\$7,583,558,704	14.29%
2006	\$8,657,971,155	14.17%
2007	\$9,931,635,061	14.71%
2008	\$10,883,340,116	9.58%
2009	\$10,923,360,081	0.37%
2010	\$10,256,972,528	-6.10%
2011	\$10,222,956,307	-0.33%
2012	\$10,128,841,659	-0.92%
2013	\$10,224,776,805	0.95%
2014	\$10,523,302,599	2.92%
2015	\$11,258,539,314	6.99%
2016	\$11,811,053,863	4.91%
2017	\$12,231,081,218	3.56%
2018	\$12,813,934,964	4.77%
2019	\$13,410,386,931	4.65%
2020	\$14,062,908,693	4.87%
2021	\$14,639,854,133	4.10%
2022	\$15,163,509,508	3.58%
2023	\$16,040,644,236	5.78%
2024	\$16,829,203,339	4.92%
2025	\$17,524,548,271	4.13%
5-Year Average		4.50%
10-Year Average		4.52%
20-Year Average		4.28%

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

In May 2023, the State approved the District’s request for a Debt Limit Waiver, enabling the District to issue bonds up to 2.14 percent of the District’s total assessed valuation. As calculated in Table B3, using the District’s current total assessed value and effective debt limit, the District has a gross bonding capacity of approximately \$375.0 million. Table B3 indicates that the District had approximately \$323.8 million in total outstanding G.O. bonded indebtedness as of 2024-25, resulting in a current net bonding capacity of approximately \$51.3 million. Overall, the District is currently utilizing 147.80 percent of its statutory bonding capacity.

Table B3: District’s Bonding Capacity

Fiscal Year 2024-25	
ASSESSED VALUATION	
Secured Assessed Valuation	\$16,622,288,200
Unsecured Assessed Valuation	\$902,260,071
DEBT LIMITATION	
Total Assessed Valuation	\$17,524,548,271
Applicable Bond Debt Limit with Waiver*	2.14%
Bonding Capacity	\$375,025,333
Outstanding Bonded Indebtedness	\$323,767,312
NET BONDING CAPACITY	\$51,258,021
% of Capacity Current Used	86.33%
<small>* 2023 Waiver</small>	
HARDSHIP ANALYSIS	
Hardship Requirement	60.00%
Statutory Bonding Capacity (1.25% AV)	\$219,056,853
Outstanding Bonded Indebtedness	\$323,767,312
% of Statutory Bonding Capacity Utilized	147.80%

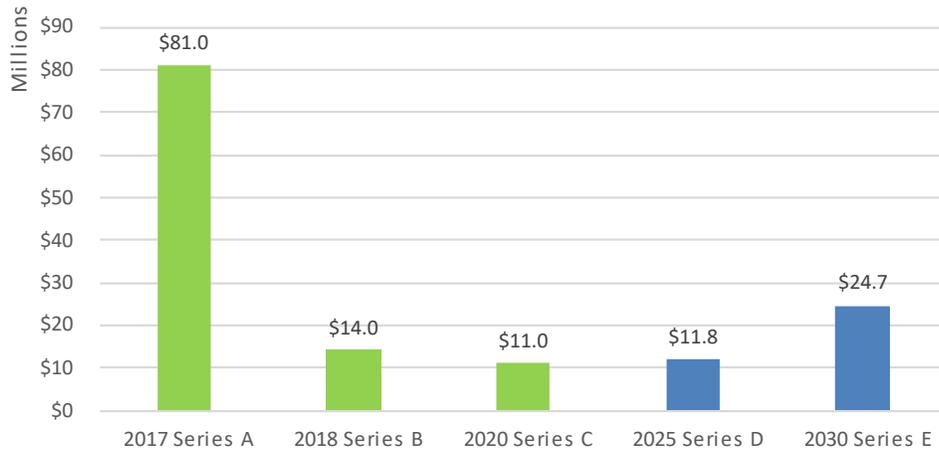
Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment outstanding principal. The District may also elect to pursue authorization from the State Board of Education for a waiver to increase its bonding capacity as it has successfully obtained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

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

The availability of future bond funds is dependent on the District’s assessed valuation growth to accommodate the Prop. 39 tax rate allowance of \$30 per \$100,000 of assessed value for elementary school districts in California. Based on Prop. 39, under which Measure “D” was held, the District is legally permitted to sell bonds up to the amount authorized by voters, so long as the bonds may be reasonably supported by a maximum tax rate per year of \$30 per every \$100,000 of assessed property value. The tax rate to repay the outstanding Measure D bonds commenced in fiscal year 2018-19; for the current fiscal year 2024-25, the County is levying a rate of \$27.20 per \$100,000 of assessed property value.

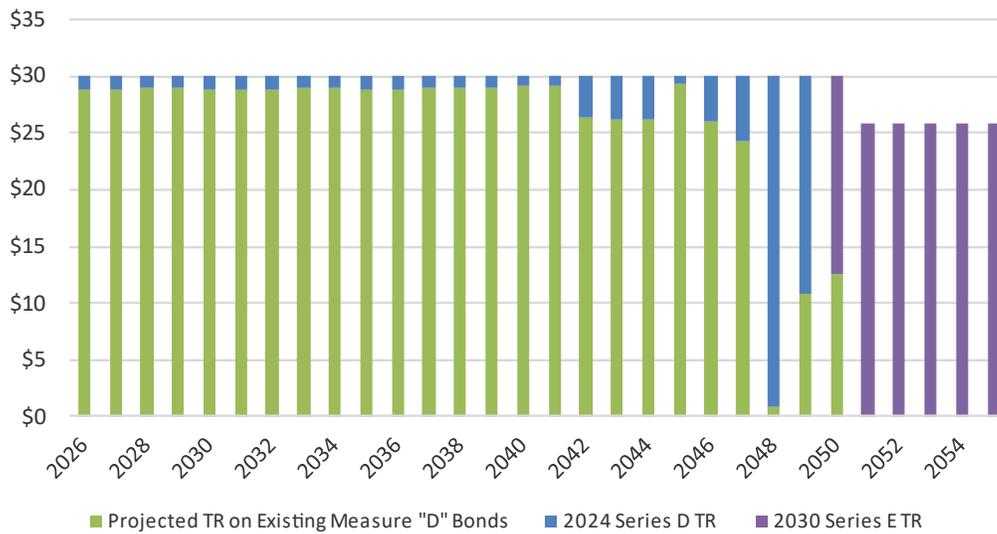
Figure B3 presents the amount of bonds issued to date and the amount that may be issued in the future assuming certain conditions. First, it is assumed that assessed value will continue to grow at approximately 89 percent of its last five-year average rate, or 4 percent per year. It also assumes that the repayment of any new bonds to be sold will not exceed the \$30 per \$100,000 assessed valuation tax rate. Figure 5 illustrates the estimated timing and size of remaining bond issuances in support of the Master Construct Program. In total \$36.5 million in authorization remains from Measure “D” which may be issued as indicated over two bond sales.

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



The availability of additional funds issued in 2020 Series C is credited to the District’s growth in assessed valuation and current interest rates for similarly rated California school districts. To access the bond proceeds and to conform to the Program’s constraints including the \$30 tax rate, the District will need to utilize Capital Appreciation Bonds (CABs). CABs are bonds that may defer principal and interest repayments in order to better accommodate debt service repayment requirements and available tax revenues. As such, they tend to require a higher rate of interest for repayment. This may increase the overall cost of borrowing; however, the overall program has benefited from lower than expected interest rates and it is estimated based on current market conditions that the total repayment ratio for all Measure “D” bonds will be lower than the overall repayment ratio estimated to voters at the time of the election. It is estimated that the balance of the Measure “D” authorization will be issued over two future tranches currently scheduled for 2025 and 2030, subject to Board review and approval. The estimated amounts of \$11.8 million for the 2025 Series D issuance and \$24.7 million for the 2030 Series E issuance assume 4 percent average annual District assessed value growth moving forward. In addition, the average interest rate is assumed to be 5.1 percent, which is higher than the most recent 2020 Series C issuance. Bond terms are assumed to be 25 years and will likely utilize CABs. Actual bond proceeds from future issuances may differ from the estimates provided here and will depend on both District needs and market conditions at the time of sale. This analysis includes assessed values for 2024-25 as published by the County.

Figure B4: Projected Tax Rates (per \$100,000 AV) on Existing and Future Measure “D” Bond Issuances



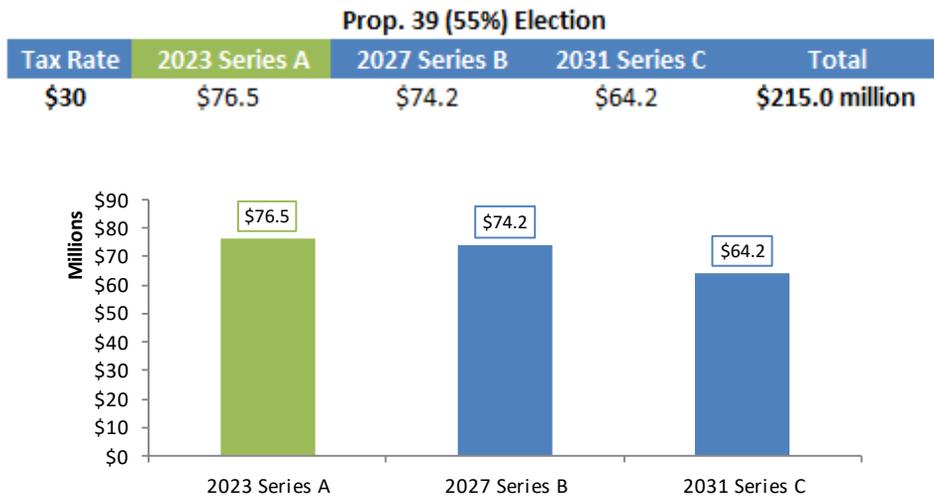
B.1.2.1 ADDITIONAL G.O. BOND SALES – 2022 ELECTION

Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the local electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate to be levied at the time bonds are sold must not exceed \$30 per \$100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens’ oversight committee, and annual performance and financial audits. The District has a history of conducting Proposition 39 elections and issuing bonds consistent with these requirements.

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

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

Figure B4: Estimated 2022 Election Bond Proceeds



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Consent Agenda

Purchase Order/Draft Payment Report #24-06 (Núñez/Reyes)

The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 12/05/2024 through 12/19/2024 for the 2024-2025 school year, for \$1,545,987.60.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Director of Fiscal Services and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #24-06 as submitted.

ADDITIONAL MATERIALS:

Attached: [Purchase Order/Draft Payment Report #24-06 \(11 Pages\)](#)

Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
NP25-00050	Gold Star Foods	640	LCAP_2.32_SUP	130-9320	9,628.00
NP25-00051	Imperial Bag & Paper Co. LLC P And R Paper Supply Co	640	LCAP_2.32_MATL/SUP	130-9320	3,749.74
NP25-00052	Gold Star Foods	640	LCAP_2.31_MKV/SUP	130-9320	1,972.21
P25-02563	Lowe's	044	LCAP_3.38_MATERIALS & SUPPLIES	010-4300	319.05
P25-03071	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	29.81
P25-03072	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	29.81
P25-03073	Amazon Com	038	_LCAP_3.38_PARENT ENGAGEMENT MATERIALS	010-4300	78.16
P25-03074	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	12.27
P25-03075	California School Boards Assoc	100	CSBAEC Pre-Conference Ticket Monica ML	010-5221	575.00
P25-03076	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	178.42
P25-03077	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	178.56
P25-03078	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4300	65.37
P25-03079	Amazon Com	610	RM Office Materials and SUPplies	010-4300	251.27
P25-03080	Lakeshore Learning Materials	050	LCAP_3.38_MATL/SUPPLY(INST)	010-4300	196.54
P25-03081	Lakeshore Learning Materials	050	LCAP_3.38_MATL/SUPPLY(INST)	010-4300	15.06
P25-03082	Lakeshore Learning Materials	050	LCAP_3.38_MATL/SUPPLY(INST)	010-4300	17.46
P25-03083	Allcable Inc	004	MTLS/SUP (DRIFFILL ECDC PROJECT)	350-4300	1,500.00
P25-03084	IMAGE APPAREL FOR BUSINESS	630	LCAP_5.36 SERV (24-25 SCHOOL SITE CUST. UNIFORMS)	010-5800	1,707.30
P25-03085	IMAGE APPAREL FOR BUSINESS	630	LCAP_5.36 SERV (24-25 SCHOOL SITE CUST. UNIFORMS)	010-5800	3,258.33
P25-03086	IMAGE APPAREL FOR BUSINESS	630	LCAP_5.36 SERV (24-25 MAINTENANCE UNIFORMS)	010-5800	2,303.86
P25-03087	The Dana on Mission Bay	038	_LCAP_3.38 NSCLC HOTEL	010-5200	1,104.44
P25-03088	The Dana on Mission Bay	385	LCAP_3.20 Travel/Conf for Wendy Marinez	010-5200	1,600.28
P25-03089	Amazon Com	050	LCAP_3.38_MATL/SUPPL	010-4300	562.81
P25-03090	AMERICAN PIZZA OXNARD	052	LCAP_3.38_MATL-SUPL/INST-Parent Part	010-4300	600.00
P25-03091	AMERICAN PIZZA OXNARD	052	LCAP_3.38_MATL/SUPL-Parent Part	010-4300	600.00
P25-03092	CARNITAS EL BROTHER INC	052	LCAP_3.38_MATL/SUPL-Parent Part	010-4300	1,000.00
P25-03093	CARNITAS EL BROTHER INC	052	LCAP_3.38_MATL/SUPL-Parent Part	010-4300	600.00
P25-03094	Olive Garden Restaurants	052	LCAP_3.38_MATL-SUPL/Parent Participation	010-4300	1,000.00
P25-03095	PRESTO PASTA	300	MATL/SUP	010-4300	3,000.00
P25-03096	Walmart	032	LCAP_3_38_MATL / SUP	010-4300	1,000.00
P25-03097	COSTCO WHOLESALE CORPORATION	032	LCAP_3.38_MATL /SUP	010-4300	1,500.00
P25-03098	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	042	LCAP_2.8 WELLNESS CENTER	010-4300	20,000.00

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Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P25-03099	Children's Museum of Santa Barbara, MOXI	054	LCAP_3.38- Serv-Instructional	010-5800	282.00
P25-03100	Ventura Co Office Of Education	200	LCAP_3.1 - Dev Human Cap - SERV	010-5800	18,725.00
P25-03101	School Outfitters	054	LCAP_3.38- Serv	010-5800	70.00
P25-03102	Cover Your Brass LLC	630	Grounds Materials and Supplies	010-4400	6,418.00
P25-03103	Amazon Com	630	Grounds Materials and Supplies	010-4300	178.58
P25-03104	HIVIS SUPPLY	630	Materials and Supplies	010-4300	393.19
P25-03105	Casto	620	L.CAP_2.30 Reg. Fee CASTO	010-5200	569.00
P25-03106	SCHOOL TECH SUPPLY	380	LCAP_2.05 Materials & Supplies	010-4418	873.99
P25-03107	INSTRUCTURE INC.	300	LCAP_1.08 (SERV)	010-5818	31,350.00
P25-03108	Amazon Com	051	LCAP_3.38 MATERIALS/SUPPLIES (Instructional)	010-4300	281.81
P25-03109	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	780.75
P25-03110	Amazon Com	038	LCAP_3.38_ MATERIALS AND SUPPLIES PONCE	010-4200	279.23
P25-03111	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	68.24
P25-03112	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	122.43
P25-03113	Amazon Com	057	LCAP_3.38 Materials and Supplies	010-4300	138.45
P25-03114	Amazon Com	051	_LCAP_3.38_ MATERIALS/SUPPLIES (Instructional)	010-4300	58.68
P25-03115	Amazon Com	040	LCAP_3.38 MATL/SUPP	010-4300	447.98
P25-03116	Polar	050	LCAP_3.28 Licences	010-5818	500.00
P25-03117	JS Hospitality Group, LLC Courtyard by Marriott Oxnard	385	LCAP_2.25 VENUE/RENTAL	010-5800	14,319.24
P25-03118	CRISIS PREVENTION INSTITUTE	380	LCAP_2.05 Travel & Conference for Behaviorist	010-5200	12,498.00
P25-03119	HATCHING RESULTS LLC	038	LCAP3.38_ NSCLC 2024 ADMISSION	010-5200	599.00
P25-03120	Crown Equipment Corporation db a. Crown Lift Trucks	640	LCAP_2.32_EQUIP	130-6400	50,417.51
P25-03121	CABE	300	LCAP_3.01 Title III	010-5200	5,475.00
P25-03123	Ccp Industries	003	stores supplies	010-9320	744.67
P25-03124	HYATT REGENCY SUITES- PALM SPRINGS	042	LCAP_3.38 TRAVEL/ CONF	010-5200	1,584.03
P25-03125	ODP BUSINESS SOLUTIONS, LLC	032	LCAP_3.38_ MATL / SUPL	010-4300	393.51
P25-03126	Hilton Long Beach	345	LCAP3.06 TRAVEL & CONFERENCE	010-5200	11,944.80
P25-03127	Hyatt Regency Long Beach	345	LCAP 3.04 TRAVEL & CONFERENCE	010-5200	2,390.00
P25-03128	Hilton Long Beach	360	LCAP_3.01 Title III	010-5200	1,694.82
P25-03129	COURTYARD BY MARRIOTT LONG BEACH DOWNTOWN	360	LCAP_3.01 Title III	010-5200	9,266.88
P25-03130	CONTRACT PAPER GROUP INC	003	Stores Supplies	010-9320	26,494.00
P25-03131	Amazon Com	050	LCAP_3.38_ MATL/SUPL (INST)	010-4300	198.52
P25-03132	SCHOOL SERVICES OF CALIFORNIA, INC.	600	MATLS - REPORTS (CADIE & SABRE)	010-4300	800.00
P25-03133	Printech	038	LCAP_3.38_ MATERIALS AND SUPPLIES DUPLO	010-4300	931.05

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P25-03134	SMART AND FINAL-C.I. BLVD	003	stores supplies	010-9320	388.22
P25-03135	GOBULK.COM	040	LCAP_3.38 MATL/SUPP	010-4300	532.96
P25-03136	GREENWOOD PUB GROUP LLC HEINEM ANN	040	LCAP_3.38 MATL/SUPP	010-4300	143.46
P25-03137	Amazon Com	640	LCAP_2.32_MATL/SUP	130-4300	649.18
P25-03138	CDW G	315	LCAP_2.19 Tech Equip	010-4418	2,151.13
P25-03139	Sunbelt Rentals, Inc	360	LCAP_4.01- Rental/Leases	010-5600	372.21
P25-03140	Varitronics, LLC	042	LCAP_3.38 MAT/SUPL	010-4300	813.89
P25-03141	Amazon Com	044	LCAP_3.38 MATL-SUPL	010-4300	29.64
P25-03142	Amazon Com	004	LCAP_5.39_ITS/ MAT/SUP	010-4300	5,218.38
P25-03143	B & H Foto & Electronics Corp	004	LCAP_5.39_ITS/ BR UPGRADE	010-6418	262.19
P25-03144	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4312	56.41
P25-03145	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4200	65.13
P25-03146	Amazon Com	050	LCAP_3.38_MATL/SUPPL (INST)	010-4200	172.22
P25-03147	Camarillo Family YMCA	051	LCAP_3.38_SERVICES (Instructional)	010-5800	580.00
P25-03148	Perma Bound Books	051	LCAP_3.38 BOOKS (Instructional)	010-4200	1,825.34
P25-03149	Amazon Com	046	LCAP_3.38 MATL-SUPL (INST)	010-4300	1,700.70
P25-03150	COSTCO WHOLESALE CORPORATION	052	LCAP_3.38_MATL-SUPL	010-4300	2,000.00
P25-03151	SCHOOL TECH SUPPLY	385	LCAP_5.31	010-4418	1,522.48
P25-03152	CDW G	610	Professional Services - InformaCast	010-5800	4,635.00
P25-03153	Uline	046	LCAP_3.38 MATL-SUPL (INST)	010-4300	1,550.73
P25-03154	R E FRESH PRODUCE LLC	640	LCAP_2.32_SUP	130-4700	5,875.00
P25-03155	Walmart	041	LCAP_3.38 (Mat-Sup) Lost Boyz-Bellez Club	010-4300	400.00
P25-03156	Amazon Com	055	LCAP_3.38_ OFFICE ASST. SUPPLIES	010-4300	74.82
P25-03157	Amazon Com	060	LCAP_3.38 MATL/SUP-Ins Office	010-4300	444.85
P25-03158	Amazon Com	060	LCAP_3.38 MATL/SUP-Inst Ms. Heaton (1)	010-4200	66.21
P25-03159	Amazon Com	060	LCAP_3.38 MATL/SUP-Instr Ms. Heaton (2)	010-4200	113.70
P25-03160	Amazon Com	060	LCAP_3.38 MATL/SUP-Instr. Ms. Heaton (3)	010-4200	44.49
P25-03162	Michaels Stores, Inc	100	MAT/SUPL	010-4300	700.00
P25-03163	Amazon Com	100	LCAP 5.3 BOOK ORDER	010-4200	26.49
P25-03164	Southwest Plastic Binding Co S outhwest Binding & Laminating	003	stores supplies	010-9320	3,166.07
P25-03165	Veritiv Operating Company	003	stores supplies	010-9320	18,049.62
P25-03166	ODP BUSINESS SOLUTIONS, LLC	003	stores supplies	010-9320	8,622.95
P25-03167	Southwest School & Office Sup	003	stores supplies	010-9320	3,786.17
P25-03168	California School Boards Assoc	100	CSBAAEC DEC 2024 - M. Sandoval	010-5200	575.00
P25-03169	California School Boards Assoc	100	LCAP 5.3 CSBAAEC Pre-Conference Ticket	010-5200	575.00
P25-03170	Uline	003	stores supplies	010-9320	2,324.50

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P25-03171	ESGI, LLC	050	LCAP_3.38 SERV (INST)	010-5818	303.00
P25-03172	Ashton Awards Inc Aswell Troph y	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	106.30
P25-03173	PROSOURCE TEXTILE AND SUPPLY L LC	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	140.83
P25-03174	Amazon Com	038	_LCAP_3.38_ MATERIALS AND SUPPLIES VALENCIA CONS	010-4300	231.82
P25-03175	AMERICAN ASSOC. OF SCHOOL PERS ONNEL ADMINISTRATORS	200	LCAP 3.1_Dev Hum Cap_TRAV/CONF (AASPA Conf-AC)	010-5200	650.00
P25-03176	Amazon Com	046	LCAP_2.8 for Wellness Ctr	010-4300	493.81
P25-03177	Amazon Com	046	LCAP_2.8 for Wellness Ctr	010-4300	459.47
P25-03178	Amazon Com	385	LCAP_2.08	010-4300	74.96
P25-03179	Amazon Com	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	125.93
P25-03180	See's Candies, Inc	059	LCAP_2.05 Materials & Supplies	010-4300	6,110.91
P25-03181	Printech	041	LCAP_3.38 (Mat-Sup) Printech Duplo Supplies	010-4300	2,500.00
P25-03182	Ventura Co Office Of Education	200	LCAP_3.1 - Dev Human Cap - SERV	010-5800	138,950.00
P25-03183	CDW G	210	mat/sup	010-4318	1,970.71
P25-03184	WOOLPERT	100	SERV	010-5800	1,500.00
P25-03185	TRADER JOE'S COMPANY	100	Blanket Purchase Order 2024-2025	010-4300	2,000.00
P25-03186	CDW G	058	BOND/EQUIP/ROSE AVE. (SECURITY CAMERA)	215-6400	16,960.44
P25-03187	Home Depot Inc	650	MTLS/SUPL (N95/KN95 Masks)	010-4300 010-9320	1,332.77 546.25
P25-03188	SCHOOL TECH SUPPLY	200	EQUIP (SC)	010-4400	2,297.07
P25-03189	School Life, div of ImageStuff	036	LCAP_3.38 MATL-SUPL (INST)	010-4300	990.41
P25-03190	Amazon Com	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	681.85
P25-03191	Amazon Com	630	Materials and Supplies	010-4300	99.28
P25-03192	SCRIPPS NATIONAL SPELLING BEE INC	052	LCAP_3.38_SERV/ENTR FEES – Instr	010-5800	188.50
P25-03193	BARNES AND NOBLE BOOKSELLERS, INC.	360	LCAP_4.01 MATL-SUPL	010-4200	663.80
P25-03194	Amazon Com	055	LCAP_3.38_ OFFICE SUPPLIES	010-4300	738.15
P25-03195	Amazon Com	038	_LCAP_3.38_ MATERIALS AND SUPPLIES WINTER TK	010-4300	62.42
P25-03196	CDW G	038	MTLS/ DRI ECDC	350-4300	3,607.87
P25-03197	Apple Computer Inc	038	MTLS/ DRI ECDC	350-4300	1,300.08
P25-03198	Amazon Com	066	LCAP_3.38_-MATL/SUP-Instructional	010-4300	324.32
P25-03199	Amazon Com	320	LCAP_3.33 Matl/supplies - ELPAC	010-4300	878.36
P25-03200	Amazon Com	320	LCAP_3.33 Matl/supplies - ELPAC	010-4300	581.44
P25-03201	FOLLETT SCHOOL SOLUTIONS, INC	320	_LCAP 2.20 matl/supplies Library Marshall	010-4300	177.68
P25-03202	Sweet Rose Inc. dba. Oralia's Bakery	360	LCAP_4.01 MAT/SUPL	010-4300	270.00
P25-03203	United Refrigeration Inc	630	HVAC Equipment	010-4400	10,941.68
P25-03204	LEONARDO SAUCEDO LEON AUTO BOD Y SHOP	630	Vehicle Repair # 183	010-5632	1,156.00

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P25-03205	Siemens Industry, Inc	630	Professional Services / Marshall	010-5632	5,064.82
P25-03206	JOHN S. BASCOM INC PRECISION P LUMBING-MECHANICAL	630	Plumbing repair / Marina West	010-5645	5,523.74
P25-03207	Ventura Co Overhead Door Co	630	Professional Services / Brekke	010-5800	8,598.00
P25-03208	Amazon Com	059	LCAP_2.05 Materials & Supplies	010-4300	251.26
P25-03209	Amazon Com	052	LCAP_3.38 MATL-SUPL/INST	010-4300	184.66
P25-03210	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	305.40
P25-03211	Amazon Com	380	LCAP_2.05 MTL/SUPL	010-4300	680.17
P25-03212	Amazon Com	315	LCAP_2.18/2.19 MATL/SUPL	010-4300	110.37
P25-03213	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	120.58
P25-03214	Amazon Com	315	LCAP_2.19 Mtrl/Supl	010-4300	127.31
P25-03215	Amazon Com	041	LCAP_3.38 (Mat-Sup) Amazon STEAM Lab mat/sup	010-4300	156.84
P25-03216	Amazon Com	055	LCAP_3.38_SPEAKERS FOR ORC	010-4300	29.87
P25-03217	Amazon Com	055	LCAP_3.38_INK FOR OFFICE PRINTER	010-4300	365.37
P25-03218	CDW G	004	LCAP_5.39_ITS/ SOFTWARE Juniper	010-5818	28,625.00
P25-03219	OpenAI, LLC	004	LCAP_5.39 ITS/ SOFTWARE- ChatGPT	010-5818	60,600.00
				130-5818	900.00
P25-03220	Amazon Com	032	LCAP_3.38_MATL / SUP	010-4300	225.40
P25-03221	Amazon Com	040	LCAP_3.38 MATL/SUPP	010-4300	277.86
P25-03222	Amazon Com	036	LCAP_3.38 Materials and Supplies Instructional	010-4300	305.55
P25-03223	Amazon Com	032	LCAP_3.38_MATL / SUP	010-4300	707.62
P25-03224	VALASSIS DIGITAL CORP DBA. GRO W MAIL	383	LCAP_1.08 Mailing Services for UPK	010-5800	9,037.31
P25-03225	CRISIS PREVENTION INSTITUTE	385	LCAP_1.8	010-5818	5,210.13
P25-03226	CASBO	004	LCAP_5.39_ITS/ TRAV CONF CASBO	010-5200	1,575.00
P25-03227	CN School & Office Sol, Inc Cu Iver-Newlin	066	BOND/EQUIP (SMITH SYSTEMS - RITCHEN P1)	215-6400	59,798.91
P25-03228	CN School & Office Sol, Inc Cu Iver-Newlin	066	BOND/MATL-SUP (ALUMNI-RITCHEN P1)	215-6400	60,910.43
P25-03229	CN School & Office Sol, Inc Cu Iver-Newlin	066	BOND/EQUIP-MATL/SUP (VS - RITCHEN P1)	215-6400	65,495.33
P25-03230	CN School & Office Sol, Inc Cu Iver-Newlin	066	BOND/MATL-SUP (HIRSH-RITCHEN P1)	215-6400	4,604.85
P25-03231	CN School & Office Sol, Inc Cu Iver-Newlin	053	BOND/EQUIP (SMITH SYSTEMS - MCAULIFFE P1)	215-6400	65,736.16
P25-03232	CN School & Office Sol, Inc Cu Iver-Newlin	053	BOND/MATL-SUP (ALUMNI-MCAULIFFE P1)	215-6400	102,677.57
P25-03233	CN School & Office Sol, Inc Cu Iver-Newlin	053	BOND/EQUIP-MATL/SUP (VS - MCAULIFFE P1)	215-6400	102,531.87
P25-03234	CN School & Office Sol, Inc Cu Iver-Newlin	053	BOND/MATL-SUP (HIRSH-MCAULIFFE P1)	215-6400	5,116.51
P25-03235	Amazon Com	032	LCAP_3.38_MATL / STUPL	010-4300	200.88
P25-03236	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	251.95

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P25-03237	Amazon Com	044	LCAP_3.38 MATL-SUPL	010-4300	290.15
P25-03238	Amazon Com	380	LCAP_2.05 Materials & Supplies for David Olson	010-4300	292.04
P25-03239	Amazon Com	380	LCAP_2.05 Materials & Supplies for Eric Beadle	010-4300	197.01
P25-03240	Amazon Com	380	LCAP_2.05 Materials & Supplies for Eric Beadle	010-4300	80.80
P25-03241	Amazon Com	380	LCAP_2.05 Materials & Supplies for Erin Rivera	010-4300	122.42
P25-03242	Amazon Com	380	LCAP_2.05 Materials & Supplies for Venus Castro	010-4300	142.06
P25-03243	Amazon Com	380	LCAP_2.05 Materials & Supplies for Venus Castro	010-4300	113.99
P25-03244	Amazon Com	380	LCAP_2.05 Materials & Supplies for SpEd Staff	010-4300	254.69
P25-03245	Amazon Com	052	LCAP_3.38_MATL-SUPL/Instr Supl (Rutland)	010-4300	152.56
P25-03246	Amazon Com	052	LCAP_3.38_Books OTHR TxtBk-Inst (Rutland)	010-4200	110.97
P25-03247	Amazon Com	042	LCAP_3.38 MAT/SUPL	010-4300	183.71
P25-03248	Amazon Com	052	LCAP_3.38_Books Othr Txtbk/INST (Rutland)	010-4200	51.01
P25-03249	Amazon Com	044	LCAP_3.38 MATL-SUPL	010-4300	30.75
P25-03250	Amazon Com	059	LCAP_2.05 Materials & Supplies	010-4300	268.38
P25-03251	Amazon Com	038	_LCAP_3.38_ MATERIALS AND SUPPLIES MONTIEL	010-4300	240.62
P25-03252	Amazon Com	380	LCAP_2.05 Materials and Supplies for A.Raigoza M/S	010-4300	116.15
P25-03253	Amazon Com	052	LCAP_3.38_MATL-SUPL/INST	010-4300	352.38
P25-03254	Portos Bakery Inc.	100	HOSP/HOLIDAY	010-4300	1,232.48
P25-03255	Unbounded Learning, Inc.	345	SERV (LCAP_1.2)	010-5800	35,000.00
P25-03256	Amazon Com	610	Ergonomic Materials Supplies	010-4300	879.38
P25-03257	Lakeshore Learning Materials	059	LCAP_2.05 Materials & Supplies	010-4300	244.64
P25-03258	Super Duper Inc	380	LCAP_2.05 Materials & Supplies for Kathryn Small	010-4300	251.11
P25-03259	Southpaw Enterprises Inc	380	LCAP_2.05 Supplies	010-4300	3,387.36
				010-4400	11,512.33
P25-03260	Hawthorne Educational Servic	380	LCAP_2.05 Materials/Supplies	010-4200	4,643.13
P25-03261	SCHOOL TECH SUPPLY	056	LCAP_3.38 NON CAP EQUIP	010-4300	65.54
P25-03262	CN School & Office Sol, Inc Cu Iver-Newlin	ELOP	EQUIP (ELOP WHSE - FURNITURE)	010-4400	15,163.64
P25-03263	VEX ROBOTICS LLC	041	LCAP_3.38 (Mat-Sup) VEX Robotics-STEAM Lab	010-4300	820.68
P25-03264	Coastal Embroidery, Inc	042	LCAP_3.38 MAT/SUPL	010-4300	186.38
P25-03265	CDW G	055	LCAP_3.38_HOOK SWITCH FOR TOSA & OM.	010-4300	130.73

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P25-03266	CDW G	004	LCAP_5.39_ITS/ COMP EQUIP AC Adapters	010-4318	1,431.18
P25-03267	Ccp Industries	003	stores supplies	010-9320	778.41
P25-03268	Amazon Com	056	LCAP_3.38_Materials and Supplies	010-4300	407.72
P25-03269	COSTCO WHOLESALE CORPORATION	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	1,000.00
P25-03270	ACCO BRANDS USA LLC	051	LCAP_3.38 REPAIRS	010-5632	710.13
P25-03271	WOOD RANCH VENTURA, LP	345	LCAP_5.14 MATERIALS & SUPPLIES	010-4300	565.70
P25-03272	Myers Stevens And Toohey And	032	LCAP_3.38_MATL / SUPL (INST)	010-5400	666.00
P25-03273	PIZZAMAN DAN'S	048	LCAP_3.38_ MTLs/SUPL-INSTR	010-4300	149.62
P25-03274	School Datebooks	032	LCAP_3.38_MATL / SUPL	010-4300	187.25
P25-03275	CN School & Office Sol, Inc Cu Iver-Newlin	038	EQUIP (DRIFFILL)	350-4400	8,567.65
P25-03276	Uline	038	EQUIP/ DRI ECDC (STORAGE)	350-4400	14,983.20
P25-03277	Amazon Com	056	LCAP_3.38_MATL/SUPL INSTRUCTIONAL	010-4300	469.58
P25-03278	Amazon Com	056	LCAP_3.38_MATL/SUPL INSTRUCTIONAL	010-4300	3,569.53
P25-03279	Amazon Com	380	LCAP_2.05 Materials & Supplies for Dr Raigoza AUT	010-4300	4,641.69
P25-03280	Amazon Com	380	LCAP_2.05 Materials & Supplies for Dr Raigoza AUT	010-4300	16,314.61
P25-03281	Amazon Com	380	LCAP_2.05 Materials & Supplies for Dr Raigoza AUT	010-4300	2,119.35
P25-03282	MARRIOTT HOTEL SERVICES SAN JO SE MARRIOTT	600	LCAP_3.24 CONF-CASBO 2025 Conference	010-5200	1,215.00
P25-03283	Los Angeles Marriott Burbank Airport Hotel	620	LCAP 2.30 Hotel Stay	010-5200	863.99
P25-03284	MARRIOTT HOTEL SERVICES SAN JO SE MARRIOTT	600	LCAP_3.24 CONF-CASBO 2025 (Nunez)	010-5200	1,215.00
P25-03285	MARRIOTT HOTEL SERVICES SAN JO SE MARRIOTT	600	LCAP_3.24 CONF-CASBO 2025 (Gorospe)	010-5200	1,215.00
P25-03286	Petroleum Telecom Inc DBA Telecom	057	LCAP_3.38 Materials and Supplies	010-4300	1,979.61
P25-03287	RIVERSIDE ASSESSMENTS LLC RIVERSIDE INSIGHTS	380	LCAP_2.06 MAT/SUPL	010-4400	26,483.45
P25-03288	RIVERSIDE ASSESSMENTS LLC RIVERSIDE INSIGHTS	380	LCAP_2.06 TRAVEL/CONF	010-5200	3,975.00
P25-03289	PPG ARCHITECT COATINGS, LLC	003	stores supplies	010-9320	648.95
P25-03290	Rockwell Printing Inc.	ERC	LCAP_3.35 TXTBK & INST MATLS	010-4300	1,449.50
P25-03291	Rockwell Printing Inc.	ERC	LCAP_3.35 TXTBK & INST MATLS	010-4300	1,166.38
P25-03292	Rockwell Printing Inc.	ERC	LCAP_3.35 TXTBK & INST MATLS	010-4300	870.91
P25-03293	The Ventura County School Counseling Association	042	LCAP_3.38 TRAVEL/ CONF	010-5200	75.00
P25-03294	Pioneer Chemical Co	003	stores supplies	010-9320	1,277.24
P25-03295	Sinclair Sanitary Supply Inc	003	stores supplies	010-9320	10,719.36
P25-03296	Grammarly, Inc	004	LCAP_5.39_ITS/ Grammarly	010-5818	7,832.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P25-03297	INFINITY REMODELING INC 2B-MOB ILE	380	LCAP_2.34 Equip	010-4400	800.00
P25-03298	INSIGHT ENVIRONMENTAL, INC.	630	Professional Service / McAuliffe	010-5800	2,095.00
P25-03299	SMART AND FINAL-C.I. BLVD	048	LCAP_3.38_MTLS/SUPL-INSTR	010-4300	1,000.00
P25-03300	Printech	046	LCAP_3.38 MATL-SUPL (INST)	010-4300	387.53
P25-03301	CHARLES DILLON	ELOP	LCAP_2.18 & 2.19	010-5800	220.00
P25-03302	KHP V Napa TRS LLC DBA: Napa Valley Marriott Hotel & Spa	100	CONF/TRAVEL	010-5200	1,187.86
P25-03303	Marriott San Diego	380	LCAP_2.05 Conferences and Travel-ACSA 1-2025	010-5200	4,687.52
P25-03304	Marriott San Diego	385	LCAP_3.20	010-5200	1,172.17
P25-03305	Long Beach Marriott	036	LCAP_3.38 Conference and Travel	010-5200	4,115.68
P25-03306	MAGIC JUMP RENTALS VENTURA LLC	041	LCAP_3.38 (Mat-Sup)	010-5600	6,296.10
P25-03307	UNDERWOOD FAMILY FARMS LP	056	LCAP_3.38 Underwood Farms 2nd grade Accounts	010-5800	1,632.00
P25-03308	Sweet Rose Inc. dba. Oralia's Bakery	360	LCAP_4.01 MAT/SUPL	010-4300	750.00
P25-03309	CITY OF OXNARD FIRE RECOVERY U SA, LLC	630	Professional Service/Fire Inspection/Various Sites	010-5800	516.00
P25-03310	ARBORPRO INC	630	SOFTWARE/INVENTORY	010-5818	13,250.00
P25-03311	Coast To Coast Computer Prod	044	LCAP_3.38_MATL	010-4300	3,848.70
P25-03312	CANON SOLUTIONS AMERICA INC	655	Materials and Supplies	010-4300	717.74
P25-03313	COSTCO WHOLESALE CORPORATION	059	LCAP_2.05 Materials & Supplies	010-4300	500.00
P25-03314	EMERGENCY LIGHTING EQUIPMENT S ERV INC/ELESCO	630	Professional Services / Harr, Mars, Elm	010-5800	13,587.50
P25-03315	Spicers Paper Inc	655	Materials and Supplies	010-4300	1,078.30
P25-03316	School Datebooks	044	MATERIALS & SUPPLIES LCAP_3.38	010-4300	1,343.46
P25-03317	Southwest Plastic Binding Co S outhwest Binding & Laminating	655	Materials and Supplies	010-4300	435.85
P25-03318	STEVE PETERS	ELOP	LCAP_2.18 & 2.19	010-5800	220.00
P25-03319	US Air Conditioning Dist	630	HVAC Materials and Supplies	010-4323	20,211.25
P25-03320	Ignacio Zavala Zavala Auto Bod y	630	Grounds Vehicle Repair	010-5632	720.00
P25-03321	ODP BUSINESS SOLUTIONS, LLC	057	LCAP3.38_ Materials and Supplies	010-4300	2,069.61
P25-03322	Grainger Inc	003	stores supplies	010-9320	5,459.87
P25-03323	School Specialty Inc	040	LCAP_3.38 MATL/SUPL	010-4300	171.63
P25-03324	School Life, div of ImageStuff	052	LCAP_3.38_MATL-SUPL/INST	010-4300	798.38
P25-03325	CDW G	055	LCAP_3.38_MONITORS FOR TEACHERS	010-4318	346.45
P25-03326	ESGI, LLC	032	LCAP_3.38_MATL / SUP	010-5818	738.00
P25-03327	SCHOOL TECH SUPPLY	380	LCAP_2.05 Materials & Supplies	010-4318	460.08
P25-03328	R E FRESH PRODUCE LLC	640	LCAP_2.32_SUP	130-4700	16,021.00
P25-03329	Newsela, Inc	036	LCAP_3.38 Services and Software Licenses	010-5818	7,768.80

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Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount	
P25-03330	CDW G	380	LCAP_2.05 COMPUTER EQUIPMENT (J.Kroener)	010-4418	1,291.17	
P25-03331	Duxbury System, Inc	380	LCAP_2.06 SERV	010-5818	2,330.00	
P25-03332	RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS	380	LCAAP_2.06 SERV	010-5818	9,180.00	
P25-03333	Paradise Point Resort & Spa	640	LCAP_2.32_HOTEL/CONF	130-5200	944.14	
P25-03334	Paradise Chevrolet	315	LCAP_2.19 Vehicle/Equipment	010-6410	62,444.04	
P25-03335	SHUBERG RESTAURANTS PRESTO PAS TA	300	LCAP_5.25	010-4300	2,614.06	
P25-03336	Amazon Com	004	MTLS/SUP (DRIFFILL ECDC PROJECT)	350-4300	185.32	
P25-03337	CSPCA	100	LCAP 5.03 CSPCA	010-5200	799.00	
P25-03338	WIDMORE MANAGEMENT LLC EL POLL O LOCO	345	LCAP_5.14 MATERIALS & SUPPLIES	010-4300	600.00	
P25-03339	Lakeshore Learning Materials	057	LCAP_3.38 Materials and Supplies	010-4300	215.18	
P25-03340	VENTURA UNIFIED SCHOOL DIST	038	_LCAP_3.38_ CROSS COUNTRY	010-5800	42.00	
P25-03341	Home Depot Inc	004	MAT/SUP (TV BXS - MCA-RIT)	215-4300	993.74	
P25-03342	ODP BUSINESS SOLUTIONS, LLC	380	LCAP_2.05 Materials & Supplies for Alexis Lara	010-4300	212.92	
P25-03343	SWRCB/SW Fees	630	Bond Funds / Fees / Rose Ave	215-6171	1,051.00	
P25-03344	Uline	038	EQUIP/DRI ECDC (TEACHER DESKS)	350-4400	5,254.37	
P25-03345	STERLING VENUE VENTURES LLC	300	LCAP_1.01_Rental (K-8 PROMOTIONS)	010-5600	24,000.00	
Total Number of POs				277	Total	1,545,987.60

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	251	934,555.52
130	CAFETERIA FUND	9	90,156.78
215	BOND FUND MEASURE I 2022	11	485,876.81
350	COUNTY SCHOOL FACILITY FUND	7	35,398.49
		Total	1,545,987.60

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Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P25-00030	52,443.96	010-5631	GENERAL FUND/MAINTENANCE AGREEMENTS	10,830.84
P25-00031	20,400.00	010-5631	GENERAL FUND/MAINTENANCE AGREEMENTS	8,147.64
P25-00032	20,000.00	010-4321	GENERAL FUND/ELECTRICAL SUPPLIES	4,274.61
P25-00040	8,000.00	010-4324	GENERAL FUND/PAINTING SUPPLIES	3,000.00
P25-00108	9,000.00	010-4323	GENERAL FUND/HVAC SUPPLIES	5,000.00
P25-00183	3,500.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	2,500.00
P25-00211	1,970.25	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	190.11
P25-00218	15,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	5,000.00
P25-00408	4,000.00	010-5570	GENERAL FUND/UTILITIES TRASH	2,000.00
P25-00782	500,000.00	010-5803	GENERAL FUND/COM CARRIER	196,914.00
P25-01046	12,000.00	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	7,000.00
P25-01361	800.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	300.00
P25-01393	485.78	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	646.95-
P25-01421	103,000.00	130-4700	CAFETERIA FUND/FOOD	2,919.55
P25-01483	3,576.34	130-5200	CAFETERIA FUND/TRAVEL AND CONFERENCE	33.04
P25-01501	489.91	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	4.12
P25-01653	1,050.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	150.00
P25-01690	1,216.88	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	298.00
P25-01796	3,851.73	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	430.99-
P25-02009	1,020.04	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	389.81
P25-02070	4,151.50	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	1,283.69
P25-02266	5,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	4,000.00
P25-02373	630.89	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	71.53-
P25-02430	13,551.89	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	85.15-
P25-02454	1,157.13	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	.02
P25-02606	2,114.55	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	976.45-
P25-02759	58,750.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	4,700.00
P25-02811	1,511.02	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	6.34-
P25-02813	1,812.30	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	210.18-
P25-02815	418.99	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	44.09
P25-02849	6,112.89	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	462.79-
P25-02874	5,400.50	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	10.00
		010-5220	GENERAL FUND/BOARD MEMBER GONZALES	10.00
		010-5223	GENERAL FUND/BOARD MEMBER MELANEPHY	10.00
		010-5224	GENERAL FUND/BOARD MEMBER ROBLES-SOLIS	10.00
		010-5225	GENERAL FUND/BOARD MEMBER RODRIGUEZ	10.00
			Total PO P25-02874	50.00
P25-02875	2,100.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	100.72
P25-02893	1,890.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	945.00-
P25-02897	1,123.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	561.50

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 12/05/2024 - 12/19/2024

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P25-02926	11,550.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	1,459.62
		010-5300	GENERAL FUND/DUES AND MEMBERSHIPS	25.38
			Total PO P25-02926	1,485.00
P25-02945	238.40	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	10.59-
P25-02951	277.87	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	12.99-
P25-02953	620.42	010-4200	GENERAL FUND/BOOKS OTHER THAN TEXTBOOKS	90.73
P25-02972	155.50	010-4200	GENERAL FUND/BOOKS OTHER THAN TEXTBOOKS	42.72-
P25-02973	232.25	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	17.38
P25-02977	315.39	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	39.35-
P25-03035	2,857.75	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	20.00
P25-03064	917.53	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	46.14-
P25-03349	420.00	010-5712	GENERAL FUND/FIELD TRIP	420.00-
		010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	420.00
			Total PO P25-03349	.00
			Total PO Changes	257,317.68

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Facilities Agreement

Approval of Amendment #002 for Agreement #23-100 for Inspector of Record services with Kenco Construction Services, Inc., for New PS/TK facilities at Driffill Elementary School. (Hubbard/CFW)

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

As part of the Program, the District applied for State grant funds to construct new classrooms at Driffill Elementary School to establish a PS/TK facility. On October 26, 2022, the State Allocation Board approved an apportionment of \$7 million from the California Preschool, Transitional Kindergarten, Full-Day Kindergarten grant program for the proposed project and established an overall project budget of approximately \$10 million with the balance of the funds provided by the District's available capital funds.

At the August 23, 2023 Board Meeting, Agreement #23-100 was ratified between the Oxnard School District and Kenco Construction Services to provide Inspector of Record (IOR) services for the project.

The attached Amendment #002 to the Agreement for Consultant Services extends the agreement to ensure the Inspector of Record Services continue for the remainder of the project due to an unforeseen construction project duration extension.

FISCAL IMPACT:

\$36,960.00 – Master Construct and Implementation Funds

RECOMMENDATION:

It is the recommendation of the Chief Information Officer, in conjunction with CFW, that the Board of Trustees approve Amendment #002 to Agreement #23-100 with Kenco Construction Services, Inc.

ADDITIONAL MATERIALS:

Attached: [Amendment #002 \(2 pages\)](#)

[Proposal \(2 Pages\)](#)

[Agreement #23-100, Kenco Construction Services Inc. - IOR Services - DRI ECDC Project \(86 Pages\)](#)

Amendment No. 002 to Services Agreement No. 23-100

The Services Agreement No. 23-100 (“Agreement”) entered into on August 23, 2023, by and between the Oxnard School District (“District”) and Kenco Construction Services (“Provider”), is hereby amended by the parties as set forth in this Amendment No. 002 to the Services Agreement No. 23-100 (“Amendment”) that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Provider to provide Inspector of Record (IOR) services for Driffill PS/TK/K Construction Project (“Project”);

WHEREAS, the Provider is currently providing the services for the Project and IOR services are required by the Division of State Architect;

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 4 of the Agreement:

Provide additional Inspector of Record services.

The Parties agree to add the following language to Statement of Work 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 Section 4 hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Section 4 shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new Statement of Work to the Agreement as follows:

Statement of Work: Additional Compensation for Driffill Elementary School PS/TK/K Construction Project. The Provider agrees to perform the Basic Services as described in the original Agreement with respect to the Project. In consideration for the amended basic services and deliverables, Provider agrees to be compensated an additional Fee for the additional work totaling: **Thirty-Six Thousand, Nine Hundred Sixty Dollars and No Cents (\$36,960.00).** **This fee shall include all the work necessary to complete the additional Inspector of Record Services.**

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 Services Agreement No. 23-100 entered into and executed by the Parties on August 23, 2023 remain in full force and effect. Provider agrees that any

provisions, limitations and exclusions in its proposal 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. 002 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____
Melissa Reyes, Director, Purchasing

Date:

Kenco Construction Services Inc.:

By: _____
Ken Hinge

Date:



DSA INSPECTIONS / MANAGEMENT
A Division of the State Architects

www.kencoconstructionservices.com

EIN #27-2782038
SOS Corp. # 3245180

"Building Safe Schools"

Proposal Extension #2 for DSA "Onsite" Inspection.

Date: 12-01-24

Project Client: Oxnard School District
1055 South C Street
(805) 385-1514

Proposed Projects: **Driffill ES – 5 New Modular Installation**
910 South E Street, Oxnard, Ca. 93030

DSA App. Number: #03-123351 **DSA File Number:** 56-22

Proposed Scope of Work: One DSA Certified Project Inspector to provide onsite inspections for the construction of 5 new Modular Classroom Bldgs. and associated site work, including site utilities per the DSA approved drawings. All documentation and DSA requirements included. **NOTE:** Laboratory, geo/soil or special inspections are not included.

Project Rate: \$105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete. Unless additional work becomes necessary per the district, the hours are estimated not to exceed 8 hrs. per day. OT rate is \$157.50 per hr.

Estimated Cost: Estimated Extension Completion Date: **November 1st, 2024 to January 1st, 2025**
2 months = 44 days = 352 hrs. (@ \$105.00 per hr.)..... **\$ 36,960.00**

Total Estimated Proposal: \$ 36,960.00

Note: Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

Project Inspector Agency Agreement and Contract Duties:

KENCO Construction Services agrees to provide continuous inspection of work for compliance with the approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.
2. Attending all planning, pre-con conferences, project meetings, or meetings as required by the client.
3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.
4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.
5. This Agreement shall begin on or about **November 1st, 2024**, and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationships with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.
6. **The Oxnard School District** agrees to pay KENCO Construction Services, Inc. our monthly invoice for project services, billed at a rate of **\$105.00 per hour for DSA inspection**, within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with the required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.
7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.
8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X *Kenneth Hinge*

Ken Hinge, President
 KENCO Construction Services, Inc.
 Date: 12-01-24

X _____

District Authorized Agent
 Oxnard School District
 Date:

**OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
INSPECTOR OF RECORD SERVICES TO BE PROVIDED FOR
DRIFFILL ELEMENTARY SCHOOL ECDC TRANSITIONAL
KINDERGARTEN CONSTRUCTION PROJECT**

This Agreement for Consultant Services (“Agreement”) is entered into as of this **23rd** day of **August 2023**, by and between the **Oxnard School District** (“District”), with offices located at 1051 South “A” Street, Oxnard, California 93030, and **Kenco Construction Services, Inc.** (“Consultant”), with a business address located at 4664 Romola Ave., La Verne, California, 91750. District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as “Parties”.

RECITALS

A. District is authorized by California Government Code section 53060 and District’s Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposal (“Proposal”), the performance of certain services, with the precise scope of work to be specified at the time of assignment of the work.

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

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

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

OPERATIVE PROVISIONS

- 1. Incorporation of Recitals and Exhibits.** The Recitals set forth above and all Exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- 2. Scope of Services.** The Scope of Services to be assigned to Consultant pursuant to issuance of a Purchase Order, is further defined in **Exhibit “D” – Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed qualified by District as described in this Agreement.
- 3. Term of Agreement.** Subject to earlier termination as provided for below, this Agreement shall remain in effect from August 24, 2023 through August 23, 2024 (the “Term”). This Agreement is a single service Agreement specific to requested services to be performed for the **Driffill Elementary School ECDC New Transitional Kindergarten Facilities Project, 910 South E Street, Oxnard, CA 93030** (“Project”), as described in **Kenco Construction Services, Inc’s Proposal dated May 26, 2023**.

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

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

6. **Compensation and Method of Payment.** In exchange for Consultant’s services, District shall pay an amount to Consultant not to exceed the amount set forth in **Exhibit “A” – Compensation & Rate/Fee Schedule**, attached hereto and incorporated by reference herein. This Agreement is to be invoiced to the District in the form of Progress Payments. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant’s correct and undisputed invoice. If any expenses stated within Consultant’s invoice are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.
 - a. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant’s correct and undisputed invoice.

7. **Responsibilities of Consultant:**
 - a) Consultant shall perform all Services as indicated in this Agreement to the Satisfaction of District.
 - b) The specific Services of Consultant to be performed shall be indicated in **Exhibit “D”**, attached to this Agreement.

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

8. Responsibilities of District.

- a) District will prepare and furnish to Consultant upon Consultant’s request, such information as is reasonably necessary to the performance of the Services required under this Agreement. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District’s possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the District’s Program Manager, Caldwell Flores Winters, Inc. (“Program Manager”). Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.
- b) If requested by Consultant, District shall provide information as to the requirements and educational program for each project assigned by Agreement, including approved budget and schedule limitations.
- c) District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.
- d) District shall, at its sole discretion, provide for the timely approval and execution of the Agreement, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.

- 9. Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.
- 10. Termination.** This Agreement and/or all or part of the Services contained herein may be terminated at any time by mutual agreement of the Parties or by either Party as follows:
- a) District may terminate all or a portion of this Agreement, or the Services, without cause, at any time by giving ten (10) calendar days' written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
 - b) District may terminate all or a portion of this Agreement, or the Services, for cause, in the event of a Default by giving written notice pursuant to Section 13 below; or
 - c) Consultant may terminate this Agreement at any time upon thirty (30) calendar days' written notice to the District, if District fails to make any undisputed payment to Consultant when due and where such failure remains uncured for forty-five (45) calendar days after Consultant's written notice to District.
- 11. Similar or Identical Services.** In the event this Agreement, or any of the Services, are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District, and upon such terms and in such manner as District may determine appropriate.
- 12. Inspection and Final Acceptance.** District's acceptance of any work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions within this Agreement, unless otherwise expressly stated.
- 13. Default.**
- a) Failure of Consultant to perform any Services or comply with any provisions of this Agreement constitutes a Default. District may terminate all or any portion of this Agreement, or the Services, for cause, in the event of a Default. The termination shall be effective if (i) Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District; and/or (ii) if the cure by its nature takes longer, and thereby the Consultant fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and fails to diligently prosecute such cure to the satisfaction of District. If Consultant has not cured the Default, District may withhold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's rights at law and in equity, nor a waiver of any rights arising out of any provision of this Agreement.
 - b) In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate

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

- 14. Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any Services pursuant to this Agreement (collectively and individually, the “Documents”) shall become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of Consultant. Upon completion, expiration, or termination of this Agreement, Consultant shall turn over to District all such Documents.
- 15. Use of Documents by District.** If and to the extent that District utilizes any Documents, for any purpose not related to this Agreement and/or the Project, Consultant’s guarantees and warranties related to Standard of Performance under this Agreement shall not extend to such use of the Documents.
- 16. Consultant’s Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant’s performance of Services pursuant to this Agreement for a minimum of four (4) years after termination or expiration of this Agreement, or longer if required by law. Such records shall include, at minimum, a detailed record of daily performance, staff time records, subconsultants’ time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.
 - a) Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of four (4) years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the Services provided by Consultant pursuant to this Agreement.
 - b) Any and all such records or documents shall be made available for inspection, audit, and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to District for inspection, audit, and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant’s address indicated for receipt of notices in this Agreement.
 - c) District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.
- 17. Independent Contractor.** Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement. Consultant shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Consultant, and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker’s compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all

of Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes, since these taxes will not be withheld from payments under this Agreement.

- a) The personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its officers, agents, and employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District.
- b) Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

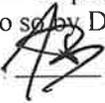
18. Standard of Performance. Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement in a thorough, competent and professional manner. Consultant represents and warrants that its employees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

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

- a) Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the Services performed hereunder.
- b) District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

20. Conflict of Interest. Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of the Services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of District. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.

- a) Bylaws of the Board 9270 & 9270-E, as hereinafter amended or renumbered, require that a consultant that qualifies as a “designated employee” must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant (i) represents that it has received and reviewed a copy of the Bylaws of the Board 9270 & 9270-E and that it does does not qualify as a “designated employee”; and (ii) agrees to notify District, in writing, if Consultant believes that it is a “designate employee” and should be filing financial interest disclosures, but has not been previously required to do so by District.

 (Initials)

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

- a) Without limiting the generality of the foregoing, Consultant, unless exempted, shall comply with the requirements of Education Code section 45125.1 with respect to fingerprinting of employees who may have contact with District’s pupils. Consultant must complete District’s certification form, attached herein as **Exhibit “C,”** prior to any of Consultant’s employees coming into contact with any of District’s pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

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

23. Non-Discrimination. Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 42 U.S.C. 2000e and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

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

25. Assignment. The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties, Services or obligations under this Agreement without the prior written consent of District and approval by District’s Board of Trustees. Any attempted assignment shall be ineffective, null and

void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

26. Subcontracting. Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly. Any and all subcontractors utilized by Consultant under this Agreement and/or for the Project must maintain any required licenses or certifications.

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

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

- a) Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the Services; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

29. Indemnification.

- a) For all liability either found by a court of competent jurisdiction, or as agreed to by the Parties, other than that liability arising out of the professional services of Consultant as described in **Exhibit "D,"** Consultant agrees to indemnify, defend and hold harmless District and its Board members, officers, officials, employees, and agents ("Indemnified Parties"), from and against any and all claims, actions, losses, damages, judgments, and/or liabilities arising out of this Agreement from any cause whatsoever, including the acts of any person or entity under the control of the Consultant and for any costs or expenses (including but not limited to attorneys' fees) incurred by District on account of any claim, except where such indemnification is prohibited by law. Consultant's indemnification obligation applies to District's active as well as passive negligence but does not apply to District's sole negligence or willful misconduct.
- b) For liability arising out of the performance of its professional services under this Agreement, Consultant agrees to indemnify, defend, and hold harmless District and its Indemnified Parties, from and against any and all claims, actions, losses, damages, judgments, and/or liabilities, to the extent arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Consultant. In no event shall such cost to defend that is charged to the Consultant exceed Consultant's proportionate percentage of fault. Consultant's indemnification obligation does not apply to District's sole negligence or willful misconduct.
- c) Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor or sub-consultant retained or employed by Consultant in the performance of this Agreement. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. Consultant's obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of

Consultant and shall survive the termination of this Agreement.

 (Initials)

30. Insurance. Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit "B"** and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Any Consultant subcontractors and/or sub-consultants must maintain the necessary insurance coverages as provided for in this Agreement, including but not limited to **Exhibit "B."**

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

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Dr. Ana DeGenna, Interim Superintendent
Re: Driffill ECDC Project

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

To Consultant: Kenco Construction Services, Inc.
4664 Romola Ave.
La Vern, CA 91750
Attention: Kenneth Hinge, President
Telephone(714) 981-2752
Email: kenhinge@kenco-inc.com

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

32. Disputes. Except in the event of the District's failure to make an undisputed payment due the Consultant, notwithstanding any disputes between the District and Consultant hereunder, the Consultant shall continue to provide and perform the Services and authorized Additional Services pending a subsequent resolution of such disputes. Any and all disputes under this Agreement between the District and Consultant shall be submitted for resolution for non-binding mediation. If such disputes cannot be resolved through mediation, all remaining disputes shall be resolved by binding arbitration conducted under the auspices of AAA and the AAA Construction Industry Arbitration Rules. The foregoing notwithstanding, as an express condition to the Consultant's commencement of arbitration proceedings hereunder, the Consultant shall comply with all

applicable requirements of Government Code section 900, *et seq.*

- 33. Excusable Delays.** Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.
- 34. Entire Agreement; Binding Effect.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.
- 35. Amendment.** No changes, amendments, alterations, or modifications of this Agreement shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
- 36. Waiver.** Waiver by any Party of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any Party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and Consultant shall remain liable to District in accordance with this Agreement for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement.
- 37. Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, or the Services, venue in state trial courts shall lie exclusively in the County of San Bernardino, California.
- 38. Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).
- 39. Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

IN WITNESS WHEREOF, District and Consultant have executed and delivered this Agreement for consultant

services as of the date first written above.

OXNARD SCHOOL DISTRICT

Lisa A. Franz

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

10-6-23

Date

KENCO CONSTRUCTION SERVICES, INC.

Jeff Barnes

Signature

JEFF BARNES V.P.

Typed Name/Title

8/22/23

Date

Tax Identification Number: 27-2782038

EXHIBIT "A"

COMPENSATION & RATE/FEE SCHEDULE

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

Total Not to Exceed Fee = \$158,760.00

- II.** Consultant may utilize subcontractors as permitted in the Agreement. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.
- III.** Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:
- A. Travel and Mileage.** Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the Project site will not be approved for reimbursement.
 - B. Reimbursable Reprographic Services.** Print sets or copies requested in writing by District beyond the quantities required under the Agreement.
 - C. Fees for Subcontractors.** Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement.
 - D.** Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.
- IV.** Consultant shall provide to District a complete Schedule of Values ("SOV"), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District.
- A.** Acceptable back-up for billings shall include, but not be limited to:
 - a.** Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.
 - b.** Records for all supplies, materials and equipment properly charged to the Services.
 - c.** Records for all travel pre-approved by District and properly charged to the Services.
 - d.** Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

Exhibit "A"

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

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

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

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

Exhibit "A"

EXHIBIT "B"

INSURANCE

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

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

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

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

(3) Insurance coverage should include:

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

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

(5) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate.

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

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

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

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

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

Exhibit "B"

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

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

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

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

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

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

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

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

Exhibit "B"

EXHIBIT "C"

BACKGROUND CHECK AND FINGERPRINTING PROCEDURES FOR CONTRACTORS

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

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

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

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

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

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

1. Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of work, a physical barrier at the Project site, which will limit contact between Consultant's employees and District pupils at all times (mandatory for all projects); AND
2. The Consultant has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Consultant's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the DOJ has determined that none of those employees has a pending criminal proceeding for a felony or has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Consultant's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR
3. Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant whom the California DOJ has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Consultant's employees and its subcontractors' employees is:

Name: JEFF BARNES

Title: VICE PRESIDENT

AND/OR

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

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

Date: 8/22/23

Proper Name of Consultant: KENCO CONSTRUCTION SERVICES INC.

Signature: 

By: JEFF BARNES

Its: _____

EXHIBIT "D"

SCOPE OF SERVICES

Outlined in Kenco Construction Services, Inc.'s Attached Proposal, dated May 26, 2023

EXHIBIT "E"
TO AGREEMENT FOR CONSULTANT SERVICES # 23-100

CONFLICT OF INTEREST CHECK

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

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

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, Consultant, is is not subject to disclosure obligations.

Date: 10-6-23

By: 
Lisa A. Franz
Director of Purchasing



DSA INSPECTIONS / MANAGEMENT
A Division of the State Architects

www.kencoconstructionservices.com

EIN #27-2782038
SOS Corp. # 3245180

"Building Safe Schools"

Proposal for DSA "Onsite" Inspection.

Date: 05-26-23

Project Client: **Oxnard School District**
1055 South C Street
(805) 385-1514

Proposed Projects: **Driffill ES – 5 New Modular Installation**
910 South E Street, Oxnard, Ca. 93030

DSA App. Number: #03-123351 **DSA File Number:** 56-22

Proposed Scope of Work: One DSA Certified Project Inspector to provide onsite inspections for the construction of 5 new Modular Classroom Bldgs. and associated site work, including site utilities per the DSA approved drawings. All documentation and DSA requirements included. **NOTE:** Laboratory, geo/soil or special inspections are not included.

Project Rate: \$105.00 per hour for DSA inspections with a 4-hour minimum per site visit until the approved drawings are complete. Unless additional work becomes necessary per the district, the hours are estimated not to exceed 8 hrs. per day. OT rate is \$157.50 per hr.

Estimated Cost: Estimated Start Date: **August 1st, 2023**
Estimated Completion Date: **May 1st, 2024**
9 months = 189 days = 1,512 hrs. (@ \$105.00 per hr.)..... **\$ 158,760.00**

Total Estimated Proposal: \$ 158,760.00

Note: Please be advised that all inspections are subject to contractor performance. Therefore, the total cost proposal is an estimate and subject to increase or credit.

Project Inspector Agency Agreement and Contract Duties:

KENCO Construction Services agrees to provide continuous inspection of work for compliance with approved contract documents and California Building Codes, including Title 24. Project Inspector duties are outlined in Title 24, Part 1, Chapter 4, Section 4-333 thru 4-342 California Code of Regulations, including DSA Interpretation of Regulations A-6, A-7, A-8, and as incorporated in the following sections:

1. Represent the client under the guidance of the Architect, Construction Manager, or designated agent.
2. Attending all planning, pre-con conferences, project meetings, or meetings as required by the client.
3. Monitor or observe all special inspections performed by the client-contracted testing laboratory as required by the Testing and Inspection Sheet and as outlined in the Project Specifications. Maintain and update a log specifying hours spent on the project by the special inspectors. Perform or monitor testing for Torque, Epoxy, and Pull Tests as required.
4. The client and the inspector shall each defend and hold harmless each other against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.
5. This Agreement shall begin on or about **August 1st, 2023**, and remain in effect continuously until completed, or terminated in writing. This Contract is intended to be an agency agreement and may be terminated in 30 days by either party with, or without cause. This agency agreement shall be assignable to other schools within the district and shall apply to other inspectors as requested and approved by the district. The district shall not employ, contract, or engage in business or mutually beneficial relationship with any inspectors introduced to the District through KENCO Construction Services for a period of two (2) years after the dissolution of any contracts through KENCO Construction Services, unless written permission is granted prior to each relationship.
6. **The Oxnard School District** agrees to pay KENCO Construction Services, Inc. our monthly invoice for project services, billed at a rate of **\$105.00 per hour for DSA inspection**, within 15 working days of receipt of invoice. Each monthly billing shall separately identify hours and charges for each individual school, consistent with required site accounting. KENCO Construction Services shall provide all necessary cell phones, laptop computers, digital cameras, and any equipment necessary to maintain proper documentation and administration functions throughout the duration of the project. The district shall provide all office space, utility lines, and equipment necessary per the project specifications.
7. KENCO Construction Services shall provide to the district at the end of the project all documentation in a professional format, either in binders or on a computer CD.
8. KENCO Construction Services shall not bill the client for any time not directly paid to the project inspectors working directly on the project. A DSA certified project manager will be assigned to oversee the project inspector to ensure accurate reporting of all activities and DSA compliance. Should any emergency arise where the consultant/inspector becomes absent, on vacation, or is not able to be on site due to causes beyond his/her reasonable control, the DSA certified project manager will provide inspections until the IOR returns.

X Kenneth Hinge

Ken Hinge, President
 KENCO Construction Services, Inc.
 Date: 05-26-23

X _____

District Authorized Agent
 Oxnard School District
 Date:

Declarations Page

Commercial General Liability Declarations

In return for the payment of the premium, and subject to all the terms of this Policy, we agree with you to provide the insurance as stated in this Policy.

Declaration effective from:	February 18, 2023	
Policy No.:	P100.108.112.4	
Renewal of:	P100.108.112.3	
Named Insured:	Kenco Construction Services Inc.	
Address:	4664 Romola Ave La Verne, CA 91750	
Email Address:	kenhinge@kenco-inc.com	
Policy period:	From: February 18, 2023	To: February 18, 2024

At 12:01 A.M. (Standard Time) at the address shown above.

Form of Business:	Corporation	
Each Occurrence Limit:	\$1,000,000	
Damage to Premises Rented to You Limit:	\$100,000	Any one premises
Medical Expense Limit:	\$5,000	Any one person
Personal & Advertising Injury Limit:	\$1,000,000	Any one person or organization
General Aggregate Limit:	\$2,000,000	
Products/Completed Operations Aggregate Limit:	Products-completed operations are subject to the General Aggregate Limit	
Supplemental Business Personal Property Floater Coverage Limit:	\$0	
Supplemental Business Personal Property Floater Coverage Deductible:	Not Applicable	
All Premises You Own, Rent or Occupy		
Premises Number:	1	
Address:	4664 Romola Ave La Verne, CA 91750	
Total Premium:	565.00	
Attachments:	See attached Forms and Endorsements Schedule.	



IN WITNESS WHEREOF, the Insurer indicated above has caused this Policy to be signed by its President and Secretary, but this Policy shall not be effective unless also signed by the Insurer's duly authorized representative.

President

Secretary

Authorized Representative

Forms and Endorsements Schedule

Forms and Endorsements made part of this policy at time of issue:

CGL D001 10 18 - Commercial General Liability Declarations
INT D001 01 10 - Forms and Endorsements Schedule
CG 00 01 12 07 - General Liability Coverage Form
CGL E5401 CW (03/10) - Definition of Employee
CGL E5403 CW (03/10) - Notice Information
CGL E5404 CW (03/10) - Exclusion - Personal Information
CGL E5407 CW (03/10) - Exclusion - Professional Services
CGL E5408 CW (03/10) - Cancellation Provision (14 Day Full Refund)
CGL E5409 CW (03/10) - Right and Duty to Select Defense Counsel
CGL E5421 CW (02/14) - Additional Insured - Automatic Status
IL 00 17 11 98 - Common Policy Conditions
IL 00 21 09 08 - Nuclear Energy Liability Exclusion Endorsement (Broad Form)
CG 00 68 05 09 - Recording and Distribution of Material or Information in Violation of Law Exclusion
CG 21 41 11 85 - Exclusion - Intercompany Products Suits
CGL E5416 CW (01/13) - Exclusion - Construction Management Errors and Omissions Endorsement
CG 22 43 04 13 - Exclusion - Engineers, Architects Or Surveyors - Professional Liability Endorsement
CG 22 24 04 13 - Exclusion - Inspection, Appraisal And Survey Companies Endorsement
IL 02 70 09 08 - California Changes - Cancellation and Nonrenewal
CG 32 34 01 05 - California Changes
CGL E5581 CW (03/16) - Primary and Noncontributory - Other Insurance Condition
CGL E5402 CW (03/10) - Modified Waiver of Transfer of Rights of Recovery Against Others To Us
CGL E5405 CW (03/10) - Exclusion - Damage to Primary Residence
IL 09 85 12 20 - Disclosure Pursuant To Terrorism Risk Insurance Act
CG 21 70 01 15 - Cap On Losses From Certified Acts Of Terrorism
CG 20 26 07 04 - Additional Insured - Designated Person or Organization
CG 20 26 07 04 - Additional Insured - Designated Person or Organization
INT N003 CW (01/19) - Policyholder Notice Electronic Delivery
INT N001 CW (01/09) - Economic And Trade Sanctions Policyholder Notice

Policy Wording

COMMERCIAL GENERAL LIABILITY COVERAGE FORM

Various provisions in this policy restrict coverage. Read the entire policy carefully to determine rights, duties and what is and is not covered.

Throughout this policy the words "you" and "your" refer to the Named Insured shown in the Declarations, and any other person or organization qualifying as a Named Insured under this policy. The words "we", "us" and "our" refer to the company providing this insurance.

The word "insured" means any person or organization qualifying as such under Section II – Who Is An Insured.

Other words and phrases that appear in quotation marks have special meaning. Refer to Section V – Definitions.

SECTION I – COVERAGES

COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY

1. Insuring Agreement

a. We will pay those sums that the insured becomes legally obligated to pay as damages because of "bodily injury" or "property damage" to which this insurance applies. We will have the right and duty to defend the insured against any "suit" seeking those damages. However, we will have no duty to defend the insured against any "suit" seeking damages for "bodily injury" or "property damage" to which this insurance does not apply. We may, at our discretion, investigate any "occurrence" and settle any claim or "suit" that may result. But:

- (1) The amount we will pay for damages is limited as described in Section III – Limits Of Insurance; and
- (2) Our right and duty to defend ends when we have used up the applicable limit of insurance in the payment of judgments or settlements under Coverages A or B or medical expenses under Coverage C.

No other obligation or liability to pay sums or perform acts or services is covered unless explicitly provided for under Supplementary Payments – Coverages A and B.

b. This insurance applies to "bodily injury" and "property damage" only if:

- (1) The "bodily injury" or "property damage" is caused by an "occurrence" that takes place in the "coverage territory";
- (2) The "bodily injury" or "property damage" occurs during the policy period; and
- (3) Prior to the policy period, no insured listed under Paragraph 1. of Section II – Who Is An Insured and no "employee" authorized by you to give or receive notice of an "occurrence" or claim, knew that the "bodily injury" or "property damage" had occurred, in whole or in part. If such a listed insured or authorized "employee" knew, prior to the policy period, that the "bodily injury" or "property damage" occurred, then any continuation, change or resumption of such "bodily injury" or "property damage" during or after the policy period will be deemed to have been known prior to the policy period.

c. "Bodily injury" or "property damage" which occurs during the policy period and was not, prior to the policy period, known to have occurred by any insured listed under Paragraph 1. of Section II – Who Is An Insured or any "employee" authorized by you to give or receive notice of an "occurrence" or claim, includes any continuation, change or resumption of that "bodily injury" or "property damage" after the end of the policy period.

d. "Bodily injury" or "property damage" will be deemed to have been known to have occurred at the earliest time when any insured listed under Paragraph 1. of Section II – Who Is An Insured or any "employee" authorized by you to give or receive notice of an "occurrence" or claim:

- (1) Reports all, or any part, of the "bodily injury" or "property damage" to us or any other insurer;
- (2) Receives a written or verbal demand or claim for damages because of the "bodily injury" or "property damage"; or
- (3) Becomes aware by any other means that "bodily injury" or "property damage" has occurred or has begun to occur.

- e. Damages because of "bodily injury" include damages claimed by any person or organization for care, loss of services or death resulting at any time from the "bodily injury".

2. Exclusions

This insurance does not apply to:

a. Expected Or Intended Injury

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

b. Contractual Liability

"Bodily injury" or "property damage" for which the insured is obligated to pay damages by reason of the assumption of 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 "bodily injury" or "property damage" occurs subsequent to the execution of the contract or agreement. Solely for the purposes 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 "bodily injury" or "property damage", provided:
 - (a) Liability to such party for, or for the cost of, that party's defense has also been assumed in the same "insured contract"; and
 - (b) Such attorney fees and litigation expenses are for defense of that party against a civil or alternative dispute resolution proceeding in which damages to which this insurance applies are alleged.

c. Liquor Liability

"Bodily injury" or "property damage" for which any insured may be held liable by reason of:

- (1) Causing or contributing to the intoxication of any person;
- (2) The furnishing of alcoholic beverages to a person under the legal drinking age or under the influence of alcohol; or
- (3) Any statute, ordinance or regulation relating to the sale, gift, distribution or use of alcoholic beverages.

This exclusion applies only if you are in the business of manufacturing, distributing, selling, serving or furnishing alcoholic beverages.

d. Workers' Compensation And Similar Laws

Any obligation of the insured under a workers' compensation, disability benefits or unemployment compensation law or any similar law.

e. Employer's Liability

"Bodily injury" to:

- (1) An "employee" of the insured arising out of and in the course of:
 - (a) Employment by the insured; or
 - (b) Performing duties related to the conduct of the insured's business; or
- (2) The spouse, child, parent, brother or sister of that "employee" as a consequence of Paragraph (1) above.

This exclusion applies whether the insured may be liable as an employer or in any other capacity and to any obligation to share damages with or repay someone else who must pay damages because of the injury.

This exclusion does not apply to liability assumed by the insured under an "insured contract".

f. Pollution

(1) "Bodily injury" or "property damage" arising out of the actual, alleged or threatened discharge, dispersal, seepage, migration, release or escape of "pollutants":

(a) At or from any premises, site or location which is or was at any time owned or occupied by, or rented or loaned to, any insured. However, this subparagraph does not apply to:

(i) "Bodily injury" if sustained within a building and caused by smoke, fumes, vapor or soot produced by or originating from equipment that is used to heat, cool or dehumidify the building, or equipment that is used to heat water for personal use, by the building's occupants or their guests;

(ii) "Bodily injury" or "property damage" for which you may be held liable, if you are a contractor and the owner or lessee of such premises, site or location has been added to your policy as an additional insured with respect to your ongoing operations performed for that additional insured at that premises, site or location and such premises, site or location is not and never was owned or occupied by, or rented or loaned to, any insured, other than that additional insured; or

(iii) "Bodily injury" or "property damage" arising out of heat, smoke or fumes from a "hostile fire";

(b) At or from any premises, site or location which is or was at any time used by or for any insured or others for the handling, storage, disposal, processing or treatment of waste;

(c) Which are or were at any time transported, handled, stored, treated, disposed of, or processed as waste by or for:

(i) Any insured; or

(ii) Any person or organization for whom you may be legally responsible; or

(d) At or from any premises, site or location on which any insured or any contractors or subcontractors working directly or indirectly on any insured's behalf are performing operations if the "pollutants" are brought on or to the premises, site or location in connection with such operations by such insured, contractor or subcontractor. However, this subparagraph does not apply to:

(i) "Bodily injury" or "property damage" arising out of the escape of fuels, lubricants or other operating fluids which are needed to perform the normal electrical, hydraulic or mechanical functions necessary for the operation of "mobile equipment" or its parts, if such fuels, lubricants or other operating fluids escape from a vehicle part designed to hold, store or receive them. This exception does not apply if the "bodily injury" or "property damage" arises out of the intentional discharge, dispersal or release of the fuels, lubricants or other operating fluids, or if such fuels, lubricants or other operating fluids are brought on or to the premises, site or location with the intent that they be discharged, dispersed or released as part of the operations being performed by such insured, contractor or subcontractor;

(ii) "Bodily injury" or "property damage" sustained within a building and caused by the release of gases, fumes or vapors from materials brought into that building in connection with operations being performed by you or on your behalf by a contractor or subcontractor; or

(iii) "Bodily injury" or "property damage" arising out of heat, smoke or fumes from a "hostile fire".

(e) At or from any premises, site or location on which any insured or any contractors or subcontractors working directly or indirectly on any insured's behalf are performing operations if the operations are to test for, monitor, clean up, remove, contain, treat, detoxify or neutralize, or in any way respond to, or assess the effects of, "pollutants".

(2) Any loss, cost or expense arising out of any:

- (a) Request, demand, order or statutory or regulatory requirement that any insured or others test for, monitor, clean up, remove, contain, treat, detoxify or neutralize, or in any way respond to, or assess the effects of, "pollutants"; or
- (b) Claim or "suit" by or on behalf of a governmental authority for damages because of testing for, monitoring, cleaning up, removing, containing, treating, detoxifying or neutralizing, or in any way responding to, or assessing the effects of, "pollutants".

However, this paragraph does not apply to liability for damages because of "property damage" that the insured would have in the absence of such request, demand, order or statutory or regulatory requirement, or such claim or "suit" by or on behalf of a governmental authority.

g. Aircraft, Auto Or Watercraft

"Bodily injury" or "property damage" arising out of the ownership, maintenance, use or entrustment to others of any aircraft, "auto" or watercraft owned or operated by or rented or loaned to any insured. Use includes operation and "loading or unloading".

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage" involved the ownership, maintenance, use or entrustment to others of any aircraft, "auto" or watercraft that is owned or operated by or rented or loaned to any insured.

This exclusion does not apply to:

- (1) A watercraft while ashore on premises you own or rent;
- (2) A watercraft you do not own that is:
 - (a) Less than 26 feet long; and
 - (b) Not being used to carry persons or property for a charge;
- (3) Parking an "auto" on, or on the ways next to, premises you own or rent, provided the "auto" is not owned by or rented or loaned to you or the insured;
- (4) Liability assumed under any "insured contract" for the ownership, maintenance or use of aircraft or watercraft; or

(5) "Bodily injury" or "property damage" arising out of:

- (a) The operation of machinery or equipment that is attached to, or part of, a land vehicle that would qualify under the definition of "mobile equipment" if it were not subject to a compulsory or financial responsibility law or other motor vehicle insurance law in the state where it is licensed or principally garaged; or
- (b) the operation of any of the machinery or equipment listed in Paragraph f.(2) or f.(3) of the definition of "mobile equipment".

h. Mobile Equipment

"Bodily injury" or "property damage" arising out of:

- (1) The transportation of "mobile equipment" by an "auto" owned or operated by or rented or loaned to any insured; or
- (2) The use of "mobile equipment" in, or while in practice for, or while being prepared for, any prearranged racing, speed, demolition, or stunting activity.

i. War

"Bodily injury" or "property damage", however caused, arising, directly or indirectly, out of:

- (1) War, including undeclared or civil war;
- (2) Warlike action by a military force, including action in hindering or defending against an actual or expected attack, by any government, sovereign or other authority using military personnel or other agents; or
- (3) Insurrection, rebellion, revolution, usurped power, or action taken by governmental authority in hindering or defending against any of these.

j. Damage To Property

"Property damage" to:

- (1) Property you own, rent, or occupy, including any costs or expenses incurred by you, or any other person, organization or entity, for repair, replacement, enhancement, restoration or maintenance of such property for any reason, including prevention of injury to a person or damage to another's property;
- (2) Premises you sell, give away or abandon, if the "property damage" arises out of any part of those premises;
- (3) Property loaned to you;
- (4) Personal property in the care, custody or control of the insured;

- (5) That particular part of real property on which you or any contractors or subcontractors working directly or indirectly on your behalf are performing operations, if the "property damage" arises out of those operations; or
- (6) That particular part of any property that must be restored, repaired or replaced because "your work" was incorrectly performed on it.

Paragraphs (1), (3) and (4) of this exclusion do not apply to "property damage" (other than damage by fire) to premises, including the contents of such premises, rented to you 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 Section III – Limits Of Insurance.

Paragraph (2) of this exclusion does not apply if the premises are "your work" and were never occupied, rented or held for rental by you.

Paragraphs (3), (4), (5) and (6) of this exclusion do not apply to liability assumed under a sidetrack agreement.

Paragraph (6) of this exclusion does not apply to "property damage" included in the "products-completed operations hazard".

k. Damage To Your Product

"Property damage" to "your product" arising out of it or any part of it.

l. Damage To Your Work

"Property damage" to "your work" arising out of it or any part of it and included in the "products-completed operations hazard".

This exclusion does not apply if the damaged work or the work out of which the damage arises was performed on your behalf by a subcontractor.

m. Damage To Impaired Property Or Property Not Physically Injured

"Property damage" to "impaired property" or property that has not been physically injured, arising out of:

- (1) A defect, deficiency, inadequacy or dangerous condition in "your product" or "your work"; or
- (2) A delay or failure by you or anyone acting on your behalf to perform a contract or agreement in accordance with its terms.

This exclusion does not apply to the loss of use of other property arising out of sudden and accidental physical injury to "your product" or "your work" after it has been put to its intended use.

n. Recall Of Products, Work Or Impaired Property

Damages claimed for any loss, cost or expense incurred by you or others for the loss of use, withdrawal, recall, inspection, repair, replacement, adjustment, removal or disposal of:

- (1) "Your product";
- (2) "Your work"; or
- (3) "Impaired property";

if such product, work, or property is withdrawn or recalled from the market or from use by any person or organization because of a known or suspected defect, deficiency, inadequacy or dangerous condition in it.

o. Personal And Advertising Injury

"Bodily injury" arising out of "personal and advertising injury".

p. Electronic Data

Damages arising out of the loss of, loss of use of, damage to, corruption of, inability to access, or inability to manipulate electronic data.

As used in this exclusion, electronic data means information, facts or programs stored as or on, created or used on, or transmitted to or from computer software, including systems and applications software, hard or floppy disks, CD-ROMS, tapes, drives, cells, data processing devices or any other media which are used with electronically controlled equipment.

q. Distribution Of Material In Violation Of Statutes

"Bodily injury" or "property damage" arising directly or indirectly out of any action or omission that violates or is alleged to violate:

- (1) The Telephone Consumer Protection Act (TCPA), including any amendment of or addition to such law; or
- (2) The CAN-SPAM Act of 2003, including any amendment of or addition to such law; or
- (3) Any statute, ordinance or regulation, other than the TCPA or CAN-SPAM Act of 2003, that prohibits or limits the sending, transmitting, communicating or distribution of material or information.

Exclusions c. through n. do not apply to damage by fire to premises while rented to you or temporarily occupied by you with permission of the owner. A separate limit of insurance applies to this coverage as described in Section III – Limits Of Insurance.

COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY

1. Insuring Agreement

a. We will pay those sums that the insured becomes legally obligated to pay as damages because of "personal and advertising injury" to which this insurance applies. We will have the right and duty to defend the insured against any "suit" seeking those damages. However, we will have no duty to defend the insured against any "suit" seeking damages for "personal and advertising injury" to which this insurance does not apply. We may, at our discretion, investigate any offense and settle any claim or "suit" that may result. But:

- (1) The amount we will pay for damages is limited as described in Section III – Limits Of Insurance; and
- (2) Our right and duty to defend end when we have used up the applicable limit of insurance in the payment of judgments or settlements under Coverages A or B or medical expenses under Coverage C.

No other obligation or liability to pay sums or perform acts or services is covered unless explicitly provided for under Supplementary Payments – Coverages A and B.

b. This insurance applies to "personal and advertising injury" caused by an offense arising out of your business but only if the offense was committed in the "coverage territory" during the policy period.

2. Exclusions

This insurance does not apply to:

a. 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".

b. Material Published With Knowledge Of Falsity

"Personal and advertising injury" arising out of oral or written publication of material, if done by or at the direction of the insured with knowledge of its falsity.

c. Material Published Prior To Policy Period

"Personal and advertising injury" arising out of oral or written publication of material whose first publication took place before the beginning of the policy period.

d. Criminal Acts

"Personal and advertising injury" arising out of a criminal act committed by or at the direction of the insured.

e. 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 that the insured would have in the absence of the contract or agreement.

f. Breach Of Contract

"Personal and advertising injury" arising out of a breach of contract, except an implied contract to use another's advertising idea in your "advertisement".

g. Quality Or Performance Of Goods – Failure To Conform To Statements

"Personal and advertising injury" arising out of the failure of goods, products or services to conform with any statement of quality or performance made in your "advertisement".

h. Wrong Description Of Prices

"Personal and advertising injury" arising out of the wrong description of the price of goods, products or services stated in your "advertisement".

i. Infringement Of Copyright, Patent, Trademark Or Trade Secret

"Personal and advertising injury" arising out of the infringement of copyright, patent, trademark, trade secret or other intellectual property rights. Under this exclusion, such other intellectual property rights do not include the use of another's advertising idea in your "advertisement".

However, this exclusion does not apply to infringement, in your "advertisement", of copyright, trade dress or slogan.

j. Insureds In Media And Internet Type Businesses

"Personal and advertising injury" committed by an insured whose business is:

- (1) Advertising, broadcasting, publishing or telecasting;
- (2) Designing or determining content of websites for others; or

- (3) An Internet search, access, content or service provider.

However, this exclusion does not apply to Paragraphs 14.a., b. and c. of "personal and advertising injury" under the Definitions Section.

For the purposes of this exclusion, the placing of frames, borders or links, or advertising, for you or others anywhere on the Internet, is not by itself, considered the business of advertising, broadcasting, publishing or telecasting.

k. Electronic Chatrooms Or Bulletin Boards

"Personal and advertising injury" arising out of an electronic chatroom or bulletin board the insured hosts, owns, or over which the insured exercises control.

l. Unauthorized Use Of Another's Name Or Product

"Personal and advertising injury" arising out of the unauthorized use of another's name or product in your e-mail address, domain name or metatag, or any other similar tactics to mislead another's potential customers.

m. Pollution

"Personal and advertising injury" arising out of the actual, alleged or threatened discharge, dispersal, seepage, migration, release or escape of "pollutants" at any time.

n. Pollution-Related

Any loss, cost or expense arising out of any:

- (1) Request, demand, order or statutory or regulatory requirement that any insured or others test for, monitor, clean up, remove, contain, treat, detoxify or neutralize, or in any way respond to, or assess the effects of, "pollutants"; or
- (2) Claim or suit by or on behalf of a governmental authority for damages because of testing for, monitoring, cleaning up, removing, containing, treating, detoxifying or neutralizing, or in any way responding to, or assessing the effects of, "pollutants".

o. War

"Personal and advertising injury", however caused, arising, directly or indirectly, out of:

- (1) War, including undeclared or civil war;
- (2) Warlike action by a military force, including action in hindering or defending against an actual or expected attack, by any government, sovereign or other authority using military personnel or other agents; or

- (3) Insurrection, rebellion, revolution, usurped power, or action taken by governmental authority in hindering or defending against any of these.

p. Distribution Of Material In Violation Of Statutes

"Personal and advertising injury" arising directly or indirectly out of any action or omission that violates or is alleged to violate:

- (1) The Telephone Consumer Protection Act (TCPA), including any amendment of or addition to such law; or
- (2) The CAN-SPAM Act of 2003, including any amendment of or addition to such law; or
- (3) Any statute, ordinance or regulation, other than the TCPA or CAN-SPAM Act of 2003, that prohibits or limits the sending, transmitting, communicating or distribution of material or information.

COVERAGE C MEDICAL PAYMENTS

1. Insuring Agreement

- a. We will pay medical expenses as described below for "bodily injury" caused by an accident:
 - (1) On premises you own or rent;
 - (2) On ways next to premises you own or rent; or
 - (3) Because of your operations;provided that:
 - (a) The accident takes place in the "coverage territory" and during the policy period;
 - (b) The expenses are incurred and reported to us within one year of the date of the accident; and
 - (c) The injured person submits to examination, at our expense, by physicians of our choice as often as we reasonably require.
- b. We will make these payments regardless of fault. These payments will not exceed the applicable limit of insurance. We will pay reasonable expenses for:
 - (1) First aid administered at the time of an accident;
 - (2) Necessary medical, surgical, x-ray and dental services, including prosthetic devices; and
 - (3) Necessary ambulance, hospital, professional nursing and funeral services.

2. Exclusions

We will not pay expenses for "bodily injury":

a. Any Insured

To any insured, except "volunteer workers".

b. Hired Person

To a person hired to do work for or on behalf of any insured or a tenant of any insured.

c. Injury On Normally Occupied Premises

To a person injured on that part of premises you own or rent that the person normally occupies.

d. Workers Compensation And Similar Laws

To a person, whether or not an "employee" of any insured, if benefits for the "bodily injury" are payable or must be provided under a workers' compensation or disability benefits law or a similar law.

e. Athletics Activities

To a person injured while practicing, instructing or participating in any physical exercises or games, sports, or athletic contests.

f. Products-Completed Operations Hazard

Included within the "products-completed operations hazard".

g. Coverage A Exclusions

Excluded under Coverage A.

SUPPLEMENTARY PAYMENTS – COVERAGES A AND B

1. We will pay, with respect to any claim we investigate or settle, or any "suit" against an insured we defend:

- a. All expenses we incur.
- b. Up to \$250 for cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.
- c. The cost of bonds to release attachments, but only for bond amounts within the applicable limit of insurance. We do not have to furnish these bonds.
- d. All reasonable expenses incurred by the insured at our request to assist us in the investigation or defense of the claim or "suit", including actual loss of earnings up to \$250 a day because of time off from work.
- e. All court costs taxed against the insured in the "suit". However, these payments do not include attorneys' fees or attorneys' expenses taxed against the insured.

f. Prejudgment interest awarded against the insured on that part of the judgment we pay. If we make an offer to pay the applicable limit of insurance, we will not pay any prejudgment interest based on that period of time after the offer.

g. All interest on the full amount of any judgment that accrues after entry of the judgment and before we have paid, offered to pay, or deposited in court the part of the judgment that is within the applicable limit of insurance.

These payments will not reduce the limits of insurance.

2. If we defend an insured against a "suit" and an indemnitee of the insured is also named as a party to the "suit", we will defend that indemnitee if all of the following conditions are met:

- a. The "suit" against the indemnitee seeks damages for which the insured has assumed the liability of the indemnitee in a contract or agreement that is an "insured contract";
- b. This insurance applies to such liability assumed by the insured;
- c. The obligation to defend, or the cost of the defense of, that indemnitee, has also been assumed by the insured in the same "insured contract";
- d. The allegations in the "suit" and the information we know about the "occurrence" are such that no conflict appears to exist between the interests of the insured and the interests of the indemnitee;
- e. The indemnitee and the insured ask us to conduct and control the defense of that indemnitee against such "suit" and agree that we can assign the same counsel to defend the insured and the indemnitee; and
- f. The indemnitee:
 - (1) Agrees in writing to:
 - (a) Cooperate with us in the investigation, settlement or defense of the "suit";
 - (b) Immediately send us copies of any demands, notices, summonses or legal papers received in connection with the "suit";
 - (c) Notify any other insurer whose coverage is available to the indemnitee; and
 - (d) Cooperate with us with respect to coordinating other applicable insurance available to the indemnitee; and
 - (2) Provides us with written authorization to:
 - (a) Obtain records and other information related to the "suit"; and

- (b) Conduct and control the defense of the indemnitee in such "suit".

So long as the above conditions are met, attorneys' fees incurred by us in the defense of that indemnitee, necessary litigation expenses incurred by us and necessary litigation expenses incurred by the indemnitee at our request will be paid as Supplementary Payments. Notwithstanding the provisions of Paragraph 2.b.(2) of Section I – Coverage A – Bodily Injury And Property Damage Liability, such payments will not be deemed to be damages for "bodily injury" and "property damage" and will not reduce the limits of insurance.

Our obligation to defend an insured's indemnitee and to pay for attorneys' fees and necessary litigation expenses as Supplementary Payments ends when we have used up the applicable limit of insurance in the payment of judgments or settlements or the conditions set forth above, or the terms of the agreement described in Paragraph f. above, are no longer met.

SECTION II – WHO IS AN INSURED

1. If you are designated in the Declarations as:
 - a. An individual, you and your spouse are insureds, but only with respect to the conduct of a business of which you are the sole owner.
 - b. A partnership or joint venture, you are an insured. Your members, your partners, and their spouses are also insureds, but only with respect to the conduct of your business.
 - c. A limited liability company, you are an insured. Your members are also insureds, but only with respect to the conduct of your business. Your managers are insureds, but only with respect to their duties as your managers.
 - d. An organization other than a partnership, joint venture or limited liability company, you are an insured. Your "executive officers" and directors are insureds, but only with respect to their duties as your officers or directors. Your stockholders are also insureds, but only with respect to their liability as stockholders.
 - e. A trust, you are an insured. Your trustees are also insureds, but only with respect to their duties as trustees.
2. Each of the following is also an insured:
 - a. Your "volunteer workers" only while performing duties related to the conduct of your business, or your "employees", other than either your "executive officers" (if you are an organization other than a partnership, joint venture or limited liability company) or your managers (if you are a limited liability company), but only for acts within the scope of their employment by you or while performing duties related to the conduct of your business. However, none of these "employees" or "volunteer workers" are insureds for:
 - (1) "Bodily injury" or "personal and advertising injury":
 - (a) To you, to your partners or members (if you are a partnership or joint venture), to your members (if you are a limited liability company), to a co-"employee" while in the course of his or her employment or performing duties related to the conduct of your business, or to your other "volunteer workers" while performing duties related to the conduct of your business;
 - (b) To the spouse, child, parent, brother or sister of that co-"employee" or "volunteer worker" as a consequence of Paragraph (1)(a) above;
 - (c) For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in Paragraphs (1)(a) or (b) above; or
 - (d) Arising out of his or her providing or failing to provide professional health care services.
 - (2) "Property damage" to property:
 - (a) Owned, occupied or used by,
 - (b) Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by you, any of your "employees", "volunteer workers", any partner or member (if you are a partnership or joint venture), or any member (if you are a limited liability company).

- b. Any person (other than your "employee" or "volunteer worker"), or any organization while acting as your real estate manager.
 - c. Any person or organization having proper temporary custody of your property if you die, but only:
 - (1) With respect to liability arising out of the maintenance or use of that property; and
 - (2) Until your legal representative has been appointed.
 - d. Your legal representative if you die, but only with respect to duties as such. That representative will have all your rights and duties under this Coverage Part.
3. Any organization you newly acquire or form, other than a partnership, joint venture or limited liability company, and over which you maintain ownership or majority interest, will qualify as a Named Insured if there is no other similar insurance available to that organization. However:
- a. Coverage under this provision is afforded only until the 90th day after you acquire or form the organization or the end of the policy period, whichever is earlier;
 - b. Coverage **A** does not apply to "bodily injury" or "property damage" that occurred before you acquired or formed the organization; and
 - c. Coverage **B** does not apply to "personal and advertising injury" arising out of an offense committed before you acquired or formed the organization.

No person or organization is an insured with respect to the conduct of any current or past partnership, joint venture or limited liability company that is not shown as a Named Insured in the Declarations.

SECTION III – LIMITS OF INSURANCE

1. The Limits of Insurance shown in the Declarations and the rules below fix the most we will pay regardless of the number of:
 - a. Insureds;
 - b. Claims made or "suits" brought; or
 - c. Persons or organizations making claims or bringing "suits".
2. The General Aggregate Limit is the most we will pay for the sum of:
 - a. Medical expenses under Coverage **C**;
 - b. Damages under Coverage **A**, except damages because of "bodily injury" or "property damage" included in the "products-completed operations hazard"; and
 - c. Damages under Coverage **B**.

3. The Products-Completed Operations Aggregate Limit is the most we will pay under Coverage **A** for damages because of "bodily injury" and "property damage" included in the "products-completed operations hazard".
4. Subject to Paragraph 2. above, the Personal and Advertising Injury Limit is the most we will pay under Coverage **B** for the sum of all damages because of all "personal and advertising injury" sustained by any one person or organization.
5. Subject to Paragraph 2. or 3. above, whichever applies, the Each Occurrence Limit is the most we will pay for the sum of:
 - a. Damages under Coverage **A**; and
 - b. Medical expenses under Coverage **C** because of all "bodily injury" and "property damage" arising out of any one "occurrence".
6. Subject to Paragraph 5. above, the Damage To Premises Rented To You Limit is the most we will pay under Coverage **A** for damages because of "property damage" to any one premises, while rented to you, or in the case of damage by fire, while rented to you or temporarily occupied by you with permission of the owner.
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.

The Limits of Insurance of this Coverage Part apply separately to each consecutive annual period and to any remaining period of less than 12 months, starting with the beginning of the policy period shown in the Declarations, unless the policy period is extended after issuance for an additional period of less than 12 months. In that case, the additional period will be deemed part of the last preceding period for purposes of determining the Limits of Insurance.

SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS

1. Bankruptcy

Bankruptcy or insolvency of the insured or of the insured's estate will not relieve us of our obligations under this Coverage Part.

2. Duties In The Event Of Occurrence, Offense, Claim Or Suit

- a. You must see to it that we are notified as soon as practicable of an "occurrence" or an offense which may result in a claim. To the extent possible, notice should include:

- (1) How, when and where the "occurrence" or offense took place;
- (2) The names and addresses of any injured persons and witnesses; and

(3) The nature and location of any injury or damage arising out of the "occurrence" or offense.

b. If a claim is made or "suit" is brought against any insured, you must:

(1) Immediately record the specifics of the claim or "suit" and the date received; and

(2) Notify us as soon as practicable.

You must see to it that we receive written notice of the claim or "suit" as soon as practicable.

c. You and any other involved insured must:

(1) Immediately send us copies of any demands, notices, summonses or legal papers received in connection with the claim or "suit";

(2) Authorize us to obtain records and other information;

(3) Cooperate with us in the investigation or settlement of the claim or defense against the "suit"; and

(4) Assist us, upon our request, in the enforcement of any right against any person or organization which may be liable to the insured because of injury or damage to which this insurance may also apply.

d. No insured will, except at that insured's own cost, voluntarily make a payment, assume any obligation, or incur any expense, other than for first aid, without our consent.

3. Legal Action Against Us

No person or organization has a right under this Coverage Part:

a. To join us as a party or otherwise bring us into a "suit" asking for damages from an insured; or

b. To sue us on this Coverage Part unless all of its terms have been fully complied with.

A person or organization may sue us to recover on an agreed settlement or on a final judgment against an insured; but we will not be liable for damages that are not payable under the terms of this Coverage Part or that are in excess of the applicable limit of insurance. An agreed settlement means a settlement and release of liability signed by us, the insured and the claimant or the claimant's legal representative.

4. Other Insurance

If other valid and collectible insurance is available to the insured for a loss we cover under Coverages **A** or **B** of this Coverage Part, our obligations are limited as follows:

a. Primary Insurance

This insurance is primary except when Paragraph **b.** below applies. If this insurance is primary, our obligations are not affected unless any of the other insurance is also primary. Then, we will share with all that other insurance by the method described in Paragraph **c.** below.

b. Excess Insurance

(1) This insurance is excess over:

(a) Any of the other insurance, whether primary, excess, contingent or on any other basis:

(i) That is Fire, Extended Coverage, Builder's Risk, Installation Risk or similar coverage for "your work";

(ii) That is Fire insurance for premises rented to you or temporarily occupied by you with permission of the owner;

(iii) That is insurance purchased by you to cover your liability as a tenant for "property damage" to premises rented to you or temporarily occupied by you with permission of the owner; or

(iv) If the loss arises out of the maintenance or use of aircraft, "autos" or watercraft to the extent not subject to Exclusion **g.** of Section **I** – Coverage **A** – Bodily Injury And Property Damage Liability.

(b) Any other primary insurance available to you covering liability for damages arising out of the premises or operations, or the products and completed operations, for which you have been added as an additional insured by attachment of an endorsement.

(2) When this insurance is excess, we will have no duty under Coverages **A** or **B** to defend the insured against any "suit" if any other insurer has a duty to defend the insured against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the insured's rights against all those other insurers.

(3) When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:

(a) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and

(b) The total of all deductible and self-insured amounts under all that other insurance.

(4) We will share the remaining loss, if any, with any other insurance that is not described in this Excess Insurance provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage Part.

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.

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.

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 web-sites, 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.

2. "Auto" means:

a. A land motor vehicle, trailer or semitrailer designed for travel on public roads, including any attached machinery or equipment; or

b. Any other land vehicle that is subject to a compulsory or financial responsibility law or other motor vehicle insurance law in the state where it is licensed or principally garaged.

However, "auto" does not include "mobile equipment".

3. "Bodily injury" means bodily injury, sickness or disease sustained by a person, including death resulting from any of these at any time.

4. "Coverage territory" means:

- a. The United States of America (including its territories and possessions), Puerto Rico and Canada;
- b. International waters or airspace, but only if the injury or damage occurs in the course of travel or transportation between any places included in Paragraph a. above; or
- c. All other parts of the world if the injury or damage arises out of:
 - (1) Goods or products made or sold by you in the territory described in Paragraph a. above;
 - (2) The activities of a person whose home is in the territory described in Paragraph a. above, but is away for a short time on your business; or
 - (3) "Personal and advertising injury" offenses that take place through the Internet or similar electronic means of communication

provided the insured's responsibility to pay damages is determined in a "suit" on the merits, in the territory described in Paragraph a. above or in a settlement we agree to.

5. "Employee" includes a "leased worker". "Employee" does not include a "temporary worker".

6. "Executive officer" means a person holding any of the officer positions created by your charter, constitution, by-laws or any other similar governing document.

7. "Hostile fire" means one which becomes uncontrollable or breaks out from where it was intended to be.

8. "Impaired property" means tangible property, other than "your product" or "your work", that cannot be used or is less useful because:

- a. It incorporates "your product" or "your work" that is known or thought to be defective, deficient, inadequate or dangerous; or
- b. You have failed to fulfill the terms of a contract or agreement;

if such property can be restored to use by the repair, replacement, adjustment or removal of "your product" or "your work" or your fulfilling the terms of the contract or agreement.

9. "Insured contract" means:

- a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract";
- b. A sidetrack agreement;
- c. Any easement or license agreement, except in connection with construction or demolition operations on or within 50 feet of a railroad;
- d. An obligation, as required by ordinance, to indemnify a municipality, except in connection with work for a municipality;
- e. An elevator maintenance agreement;
- f. That part of any other contract or agreement pertaining to your business (including an indemnification of a municipality in connection with work performed for a municipality) under which you assume the tort liability of another party to pay for "bodily injury" or "property damage" to a third person or organization. Tort liability means a liability that would be imposed by law in the absence of any contract or agreement.

Paragraph f. does not include that part of any contract or agreement:

- (1) That indemnifies a railroad for "bodily injury" or "property damage" arising out of construction or demolition operations, within 50 feet of any railroad property and affecting any railroad bridge or trestle, tracks, roadbeds, tunnel, underpass or crossing;
- (2) That indemnifies an architect, engineer or surveyor for injury or damage arising out of:
 - (a) Preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
 - (b) Giving directions or instructions, or failing to give them, if that is the primary cause of the injury or damage; or
- (3) Under which the insured, if an architect, engineer or surveyor, assumes liability for an injury or damage arising out of the insured's rendering or failure to render professional services, including those listed in (2) above and supervisory, inspection, architectural or engineering activities.

10. "Leased worker" means a person leased to you by a labor leasing firm under an agreement between you and the labor leasing firm, to perform duties related to the conduct of your business. "Leased worker" does not include a "temporary worker".

11. "Loading or unloading" means the handling of property:

- a. After it is moved from the place where it is accepted for movement into or onto an aircraft, watercraft or "auto";
- b. While it is in or on an aircraft, watercraft or "auto"; or
- c. While it is being moved from an aircraft, watercraft or "auto" to the place where it is finally delivered;

but "loading or unloading" does not include the movement of property by means of a mechanical device, other than a hand truck, that is not attached to the aircraft, watercraft or "auto".

12. "Mobile equipment" means any of the following types of land vehicles, including any attached machinery or equipment:

- a. Bulldozers, farm machinery, forklifts and other vehicles designed for use principally off public roads;
- b. Vehicles maintained for use solely on or next to premises you own or rent;
- c. Vehicles that travel on crawler treads;
- d. Vehicles, whether self-propelled or not, maintained primarily to provide mobility to permanently mounted:
 - (1) Power cranes, shovels, loaders, diggers or drills; or
 - (2) Road construction or resurfacing equipment such as graders, scrapers or rollers;
- e. Vehicles not described in Paragraph a., b., c. or d. above that are not self-propelled and are maintained primarily to provide mobility to permanently attached equipment of the following types:
 - (1) Air compressors, pumps and generators, including spraying, welding, building cleaning, geophysical exploration, lighting and well servicing equipment; or
 - (2) Cherry pickers and similar devices used to raise or lower workers;
- f. Vehicles not described in Paragraph a., b., c. or d. above maintained primarily for purposes other than the transportation of persons or cargo.

However, self-propelled vehicles with the following types of permanently attached equipment are not "mobile equipment" but will be considered "autos":

(1) Equipment designed primarily for:

- (a) Snow removal;
- (b) Road maintenance, but not construction or resurfacing; or
- (c) Street cleaning;

(2) Cherry pickers and similar devices mounted on automobile or truck chassis and used to raise or lower workers; and

(3) Air compressors, pumps and generators, including spraying, welding, building cleaning, geophysical exploration, lighting and well servicing equipment.

However, "mobile equipment" does not include any land vehicles that are subject to a compulsory or financial responsibility law or other motor vehicle insurance law in the state where it is licensed or principally garaged. Land vehicles subject to a compulsory or financial responsibility law or other motor vehicle insurance law are considered "autos".

13. "Occurrence" means an accident, including continuous or repeated exposure to substantially the same general harmful conditions.

14. "Personal and advertising injury" means injury, including consequential "bodily injury", arising out of one or more of the following offenses:

- a. False arrest, detention or imprisonment;
- b. Malicious prosecution;
- c. The wrongful eviction from, wrongful entry into, or invasion of the right of private occupancy of a room, dwelling or premises that a person occupies, committed by or on behalf of its owner, landlord or lessor;
- d. Oral or written publication, in any manner, of material that slanders or libels a person or organization or disparages a person's or organization's goods, products or services;
- e. Oral or written publication, in any manner, of material that violates a person's right of privacy;
- f. The use of another's advertising idea in your "advertisement"; or
- g. Infringing upon another's copyright, trade dress or slogan in your "advertisement".

15. "Pollutants" mean any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Waste includes materials to be recycled, reconditioned or reclaimed.

16. "Products-completed operations hazard":

a. Includes all "bodily injury" and "property damage" occurring away from premises you own or rent and arising out of "your product" or "your work" except:

- (1) Products that are still in your physical possession; or
- (2) Work that has not yet been completed or abandoned. However, "your work" will be deemed completed at the earliest of the following times:
 - (a) When all of the work called for in your contract has been completed.
 - (b) When all of the work to be done at the job site has been completed if your contract calls for work at more than one job site.
 - (c) When that part of the work done at a job site has been put to its intended use by any person or organization other than another contractor or subcontractor working on the same project.

Work that may need service, maintenance, correction, repair or replacement, but which is otherwise complete, will be treated as completed.

b. Does not include "bodily injury" or "property damage" arising out of:

- (1) The transportation of property, unless the injury or damage arises out of a condition in or on a vehicle not owned or operated by you, and that condition was created by the "loading or unloading" of that vehicle by any insured;
- (2) The existence of tools, uninstalled equipment or abandoned or unused materials; or
- (3) Products or operations for which the classification, listed in the Declarations or in a policy schedule, states that products-completed operations are subject to the General Aggregate Limit.

17. "Property damage" means:

a. Physical injury to tangible property, including all resulting loss of use of that property. All such loss of use shall be deemed to occur at the time of the physical injury that caused it; or

b. Loss of use of tangible property that is not physically injured. All such loss of use shall be deemed to occur at the time of the "occurrence" that caused it.

For the purposes of this insurance, electronic data is not tangible property.

As used in this definition, electronic data means information, facts or programs stored as or on, created or used on, or transmitted to or from computer software, including systems and applications software, hard or floppy disks, CD-ROMS, tapes, drives, cells, data processing devices or any other media which are used with electronically controlled equipment.

18. "Suit" means a civil proceeding in which damages because of "bodily injury", "property damage" or "personal and advertising injury" to which this insurance applies are alleged. "Suit" includes:

- a. An arbitration proceeding in which such damages are claimed and to which the insured must submit or does submit with our consent; or
- b. Any other alternative dispute resolution proceeding in which such damages are claimed and to which the insured submits with our consent.

19. "Temporary worker" means a person who is furnished to you to substitute for a permanent "employee" on leave or to meet seasonal or short-term workload conditions.

20. "Volunteer worker" means a person who is not your "employee", and who donates his or her work and acts at the direction of and within the scope of duties determined by you, and is not paid a fee, salary or other compensation by you or anyone else for their work performed for you.

21. "Your product":

a. Means:

- (1) Any goods or products, other than real property, manufactured, sold, handled, distributed or disposed of by:
 - (a) You;
 - (b) Others trading under your name; or
 - (c) A person or organization whose business or assets you have acquired; and
- (2) Containers (other than vehicles), materials, parts or equipment furnished in connection with such goods or products.

b. Includes:

- (1) Warranties or representations made at any time with respect to the fitness, quality, durability, performance or use of "your product"; and

(2) The providing of or failure to provide warnings or instructions.

c. Does not include vending machines or other property rented to or located for the use of others but not sold.

22. "Your work":

a. Means:

(1) Work or operations performed by you or on your behalf; and

(2) Materials, parts or equipment furnished in connection with such work or operations.

b. Includes:

(1) Warranties or representations made at any time with respect to the fitness, quality, durability, performance or use of "your work", and

(2) The providing of or failure to provide warnings or instructions.

Endorsements

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 1
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

DEFINITION OF EMPLOYEE

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

In **Section V – DEFINITIONS**, Definition 5. “Employee” is deleted and replaced with the following:

5. “Employee” includes a “leased worker” and a “temporary worker”.



Hiscox Insurance Company Inc.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 2
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NOTICE INFORMATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Where To Send Notice

Phone: 866-424-8508
Email: reportclaim@hiscox.com
Mail: Hiscox
5 Concourse Parkway, Suite 2150
Attn: Direct Claims
Atlanta GA, 30328

Subparagraph 2. **Duties In The Event Of Occurrence, Offense, Claim Or Suit in Section IV – COMMERCIAL GENERAL LIABILITY CONDITIONS** is amended to include the following:

Any notification required by this policy shall be provided to us at the address listed in the above **SCHEDULE**.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 3
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – PERSONAL INFORMATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Paragraph 2. **Exclusions** under **Section I – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY, and COVERAGE C – MEDICAL PAYMENTS** is amended to include the following exclusion:

Personal Information

“Bodily injury”, “property damage” or “personal and advertising injury” caused by the insured’s failure to protect any non-public, personally identifiable information in the insured’s care, custody or control.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 4
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – PROFESSIONAL SERVICES

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Paragraph 2. **Exclusions** under **Section I – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY**, and **COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, is amended to include the following exclusion:

Professional Services

“Bodily injury”, “property damage” or “personal and advertising injury” caused by the rendering or failure to render any professional service.

This exclusion applies even if the claims allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by an insured, if the “occurrence” which caused the “bodily injury” or “property damage”, or the offense which caused the “personal and advertising injury”, involved the rendering or failure to render any professional service.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 5
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CANCELLATION PROVISION (14 DAY FULL REFUND)

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

All Coverage Parts included in this policy are subject to the following condition:

Notwithstanding anything in the "**COMMON POLICY CONDITIONS**" or any other cancellation provision to the contrary, if the first Named Insured cancels within 14 days of the inception of the policy period shown in the Declarations without there having been: (i) an "occurrence" that caused "bodily injury" or "property damage"; (ii) an offense arising out of your business that caused a "personal and advertising injury"; or (iii) an accident that caused "bodily injury"; then we shall return in full any premium amount actually paid to us. In such event, the effective date of cancellation shall be deemed to be the inception date of the policy period shown in the Declarations.



Hiscox Insurance Company Inc.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 6
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

RIGHT AND DUTY TO SELECT DEFENSE COUNSEL

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

In regard to any covered "suit" seeking damages under **Section 1 – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY** or **COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, our right and duty to defend shall include the right to select defense counsel.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 7
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – AUTOMATIC STATUS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

- A. Section II – Who Is An Insured** is amended to include as an additional insured any person(s) or organization(s) for whom you are performing operations or leasing a premises when you and such person(s) or organization(s) have agreed in writing in a contract or agreement that such person(s) or organization(s) be added as an additional insured on your policy. Such person or organization is an additional insured only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

A person's or organization's status as an additional insured under this endorsement ends when your operations or lease agreement for that additional insured are completed.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 8
Endorsement Effective: 02/18/2023

COMMON POLICY CONDITIONS

All Coverage Parts included in this policy are subject to the following conditions.

A. Cancellation

1. The first Named Insured shown in the Declarations may cancel this policy by mailing or delivering to us advance written notice of cancellation.
2. We may cancel this policy by mailing or delivering to the first Named Insured written notice of cancellation at least:
 - a. 10 days before the effective date of cancellation if we cancel for nonpayment of premium; or
 - b. 30 days before the effective date of cancellation if we cancel for any other reason.
3. We will mail or deliver our notice to the first Named Insured's last mailing address known to us.
4. Notice of cancellation will state the effective date of cancellation. The policy period will end on that date.
5. If this policy is cancelled, we will send the first Named Insured any premium refund due. If we cancel, the refund will be pro rata. If the first Named Insured cancels, the refund may be less than pro rata. The cancellation will be effective even if we have not made or offered a refund.
6. If notice is mailed, proof of mailing will be sufficient proof of notice.

B. Changes

This policy contains all the agreements between you and us concerning the insurance afforded. The first Named Insured shown in the Declarations is authorized to make changes in the terms of this policy with our consent. This policy's terms can be amended or waived only by endorsement issued by us and made a part of this policy.

C. Examination Of Your Books And Records

We may examine and audit your books and records as they relate to this policy at any time during the policy period and up to three years afterward.

D. Inspections And Surveys

1. We have the right to:
 - a. Make inspections and surveys at any time;
 - b. Give you reports on the conditions we find; and
 - c. Recommend changes.
2. We are not obligated to make any inspections, surveys, reports or recommendations and any such actions we do undertake relate only to insurability and the premiums to be charged. We do not make safety inspections. We do not undertake to perform the duty of any person or organization to provide for the health or safety of workers or the public. And we do not warrant that conditions:
 - a. Are safe or healthful; or
 - b. Comply with laws, regulations, codes or standards.
3. Paragraphs 1. and 2. of this condition apply not only to us, but also to any rating, advisory, rate service or similar organization which makes insurance inspections, surveys, reports or recommendations.
4. Paragraph 2. of this condition does not apply to any inspections, surveys, reports or recommendations we may make relative to certification, under state or municipal statutes, ordinances or regulations, of boilers, pressure vessels or elevators.

E. Premiums

The first Named Insured shown in the Declarations:

1. Is responsible for the payment of all premiums; and
2. Will be the payee for any return premiums we pay.

F. Transfer Of Your Rights And Duties Under This Policy

Your rights and duties under this policy may not be transferred without our written consent except in the case of death of an individual named insured.

If you die, your rights and duties will be transferred to your legal representative but only while acting within the scope of duties as your legal representative. Until your legal representative is appointed, anyone having proper temporary custody of your property will have your rights and duties but only with respect to that property.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 9
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NUCLEAR ENERGY LIABILITY EXCLUSION ENDORSEMENT

(Broad Form)

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

1. The insurance does not apply:
 - A. Under any Liability Coverage, to "bodily injury" or "property damage":
 - (1) With respect to which an "insured" under the policy is also an insured under a nuclear energy liability policy issued by Nuclear Energy Liability Insurance Association, Mutual Atomic Energy Liability Underwriters, Nuclear Insurance Association of Canada or any of their successors, or would be an insured under any such policy but for its termination upon exhaustion of its limit of liability; or
 - (2) Resulting from the "hazardous properties" of "nuclear material" and with respect to which (a) any person or organization is required to maintain financial protection pursuant to the Atomic Energy Act of 1954, or any law amendatory thereof, or (b) the "insured" is, or had this policy not been issued would be, entitled to indemnity from the United States of America, or any agency thereof, under any agreement entered into by the United States of America, or any agency thereof, with any person or organization.
 - B. Under any Medical Payments coverage, to expenses incurred with respect to "bodily injury" resulting from the "hazardous properties" of "nuclear material" and arising out of the operation of a "nuclear facility" by any person or organization.
 - C. Under any Liability Coverage, to "bodily injury" or "property damage" resulting from "hazardous properties" of "nuclear material", if:
 - (1) The "nuclear material" (a) is at any "nuclear facility" owned by, or operated by or on behalf of, an "insured" or (b) has been discharged or dispersed therefrom;
 - (2) The "nuclear material" is contained in "spent fuel" or "waste" at any time possessed, handled, used, processed, stored, transported or disposed of, by or on behalf of an "insured"; or
 - (3) The "bodily injury" or "property damage" arises out of the furnishing by an "insured" of services, materials, parts or equipment in connection with the planning, construction, maintenance, operation or use of any "nuclear facility", but if such facility is located within the United States of America, its territories or possessions or Canada, this exclusion (3) applies only to "property damage" to such "nuclear facility" and any property thereat.
2. As used in this endorsement:

"Hazardous properties" includes radioactive, toxic or explosive properties.

"Nuclear material" means "source material", "special nuclear material" or "by-product material".

"Source material", "special nuclear material", and "by-product material" have the meanings given them in the Atomic Energy Act of 1954 or in any law amendatory thereof.

"Spent fuel" means any fuel element or fuel component, solid or liquid, which has been used or exposed to radiation in a "nuclear reactor".

"Waste" means any waste material **(a)** containing "by-product material" other than the tailings or wastes produced by the extraction or concentration of uranium or thorium from any ore processed primarily for its "source material" content, and **(b)** resulting from the operation by any person or organization of any "nuclear facility" included under the first two paragraphs of the definition of "nuclear facility".

"Nuclear facility" means:

- (a)** Any "nuclear reactor";
- (b)** Any equipment or device designed or used for **(1)** separating the isotopes of uranium or plutonium, **(2)** processing or utilizing "spent fuel", or **(3)** handling, processing or packaging "waste";

(c) Any equipment or device used for the processing, fabricating or alloying of "special nuclear material" if at any time the total amount of such material in the custody of the "insured" at the premises where such equipment or device is located consists of or contains more than 25 grams of plutonium or uranium 233 or any combination thereof, or more than 250 grams of uranium 235;

(d) Any structure, basin, excavation, premises or place prepared or used for the storage or disposal of "waste";

and includes the site on which any of the foregoing is located, all operations conducted on such site and all premises used for such operations.

"Nuclear reactor" means any apparatus designed or used to sustain nuclear fission in a self-supporting chain reaction or to contain a critical mass of fissionable material.

"Property damage" includes all forms of radioactive contamination of property.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 10
Endorsement Effective: 02/18/2023

RECORDING AND DISTRIBUTION OF MATERIAL OR INFORMATION IN VIOLATION OF LAW EXCLUSION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

A. Exclusion q. of Paragraph 2. Exclusions of Section I – Coverage A – Bodily Injury And Property Damage Liability is replaced by the following:

2. Exclusions

This insurance does not apply to:

q. Recording And Distribution Of Material Or Information In Violation Of Law

"Bodily injury" or "property damage" arising directly or indirectly out of any action or omission that violates or is alleged to violate:

- (1) The Telephone Consumer Protection Act (TCPA), including any amendment of or addition to such law;
- (2) The CAN-SPAM Act of 2003, including any amendment of or addition to such law;
- (3) The Fair Credit Reporting Act (FCRA), and any amendment of or addition to such law, including the Fair and Accurate Credit Transaction Act (FACTA); or
- (4) Any federal, state or local statute, ordinance or regulation, other than the TCPA, CAN-SPAM Act of 2003 or FCRA and their amendments and additions, that addresses, prohibits, or limits the printing, dissemination, disposal, collecting, recording, sending, transmitting, communicating or distribution of material or information.

B. Exclusion p. of Paragraph 2. Exclusions of Section I – Coverage B – Personal And Advertising Injury Liability is replaced by the following:

2. Exclusions

This insurance does not apply to:

p. Recording And Distribution Of Material Or Information In Violation Of Law

"Personal and advertising injury" arising directly or indirectly out of any action or omission that violates or is alleged to violate:

- (1) The Telephone Consumer Protection Act (TCPA), including any amendment of or addition to such law;
- (2) The CAN-SPAM Act of 2003, including any amendment of or addition to such law;
- (3) The Fair Credit Reporting Act (FCRA), and any amendment of or addition to such law, including the Fair and Accurate Credit Transaction Act (FACTA); or
- (4) Any federal, state or local statute, ordinance or regulation, other than the TCPA, CAN-SPAM Act of 2003 or FCRA and their amendments and additions, that addresses, prohibits, or limits the printing, dissemination, disposal, collecting, recording, sending, transmitting, communicating or distribution of material or information.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 11
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – INTERCOMPANY PRODUCTS SUITS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

This insurance does not apply to any claim for damages by any Named Insured against another Named Insured because of "bodily injury" or "property damage" arising out of "your products" and included within the "products-completed operations hazard."



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 12
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – CONSTRUCTION MANAGEMENT ERRORS AND OMISSIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following exclusion is added to Paragraph 2., **Exclusions of Section I – Coverage A – Bodily Injury And Property Damage Liability** and Paragraph 2., **Exclusions of Section I – Coverage B – Personal And Advertising Injury Liability**:

This insurance does not apply to “bodily injury”, “property damage” or “personal and advertising injury” arising out of:

1. The preparing, approving, or failure to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications by any architect, engineer or surveyor performing services on a project on which you serve as a construction manager; or

2. Inspection, supervision, quality control, architectural or engineering activities done by or for you on a project on which you serve as construction manager. while in the care, custody or control of any insured, or

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the “occurrence” which caused the “bodily injury” or “property damage”, or the offense which caused the “personal and advertising injury”, involved that which is described in Paragraph 1. or 2..

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Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 13
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – ENGINEERS, ARCHITECTS OR SURVEYORS PROFESSIONAL LIABILITY

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following exclusion is added to Paragraph 2. **Exclusions of Section I – Coverage A – Bodily Injury And Property Damage Liability** and Paragraph 2. **Exclusions of Section I – Coverage B – Personal And Advertising Injury Liability**:

This insurance does not apply to "bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of or failure to render any professional services by you or any engineer, architect or surveyor who is either employed by you or performing work on your behalf in such capacity.

Professional services include:

1. The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; and

2. Supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved the rendering of or failure to render any professional services by you or any engineer, architect or surveyor who is either employed by you or performing work on your behalf in such capacity.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 14
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – INSPECTION, APPRAISAL AND SURVEY COMPANIES

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following exclusion is added to Paragraph 2. **Exclusions of Section I – Coverage A – Bodily Injury And Property Damage Liability** and Paragraph 2. **Exclusions of Section I – Coverage B – Personal And Advertising Injury Liability:**

This insurance does not apply to "bodily injury", "property damage" or "personal and advertising injury" for which the insured may be held liable because of the rendering of or failure to render professional services in the performance of any claim, investigation, adjustment, engineering, inspection, appraisal, survey or audit services.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved the rendering of or failure to render professional services in the performance of any claim, investigation, adjustment, engineering, inspection, appraisal, survey or audit services.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 15
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CALIFORNIA CHANGES – CANCELLATION AND NONRENEWAL

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

A. Paragraphs 2. and 3. of the Cancellation Common Policy Condition are replaced by the following:

2. All Policies In Effect For 60 Days Or Less

If this policy has been in effect for 60 days or less, and is not a renewal of a policy we have previously issued, we may cancel this policy by mailing or delivering to the first Named Insured at the mailing address shown in the policy and to the producer of record, advance written notice of cancellation, stating the reason for cancellation, at least:

- a. 10 days before the effective date of cancellation if we cancel for:
 - (1) Nonpayment of premium; or
 - (2) Discovery of fraud by:
 - (a) Any insured or his or her representative in obtaining this insurance; or
 - (b) You or your representative in pursuing a claim under this policy.
- b. 30 days before the effective date of cancellation if we cancel for any other reason.

3. All Policies In Effect For More Than 60 Days

- a. If this policy has been in effect for more than 60 days, or is a renewal of a policy we issued, we may cancel this policy only upon the occurrence, after the effective date of the policy, of one or more of the following:
 - (1) Nonpayment of premium, including payment due on a prior policy we issued and due during the current policy term covering the same risks.
 - (2) Discovery of fraud or material misrepresentation by:
 - (a) Any insured or his or her representative in obtaining this insurance; or
 - (b) You or your representative in pursuing a claim under this policy.
 - (3) A judgment by a court or an administrative tribunal that you have violated a California or Federal law, having as one of its necessary elements an act which materially increases any of the risks insured against.

- (4) Discovery of willful or grossly negligent acts or omissions, or of any violations of state laws or regulations establishing safety standards, by you or your representative, which materially increase any of the risks insured against.
 - (5) Failure by you or your representative to implement reasonable loss control requirements, agreed to by you as a condition of policy issuance, or which were conditions precedent to our use of a particular rate or rating plan, if that failure materially increases any of the risks insured against.
 - (6) A determination by the Commissioner of Insurance that the:
 - (a) Loss of, or changes in, our reinsurance covering all or part of the risk would threaten our financial integrity or solvency; or
 - (b) Continuation of the policy coverage would:
 - (i) Place us in violation of California law or the laws of the state where we are domiciled; or
 - (ii) Threaten our solvency.
 - (7) A change by you or your representative in the activities or property of the commercial or industrial enterprise, which results in a materially added, increased or changed risk, unless the added, increased or changed risk is included in the policy.
- b. We will mail or deliver advance written notice of cancellation, stating the reason for cancellation, to the first Named Insured, at the mailing address shown in the policy, and to the producer of record, at least:
- (1) 10 days before the effective date of cancellation if we cancel for nonpayment of premium or discovery of fraud; or
 - (2) 30 days before the effective date of cancellation if we cancel for any other reason listed in Paragraph 3.a.
- B.** The following provision is added to the **Cancellation** Common Policy Condition:
- 7. Residential Property**
- This provision applies to coverage on real property which is used predominantly for residential purposes and consisting of not more than four dwelling units, and to coverage on tenants' household personal property in a residential unit, if such coverage is written under one of the following:
- Commercial Property Coverage Part
Farm Coverage Part – Farm Property – Farm Dwellings, Appurtenant Structures And Household Personal Property Coverage Form
- a. If such coverage has been in effect for 60 days or less, and is not a renewal of coverage we previously issued, we may cancel this coverage for any reason, except as provided in b. and c. below.
 - b. We may not cancel this policy solely because the first Named Insured has:
 - (1) Accepted an offer of earthquake coverage; or
 - (2) Cancelled or did not renew a policy issued by the California Earthquake Authority (CEA) that included an earthquake policy premium surcharge.

However, we shall cancel this policy if the first Named Insured has accepted a new or renewal policy issued by the CEA that includes an earthquake policy premium surcharge but fails to pay the earthquake policy premium surcharge authorized by the CEA.
 - c. We may not cancel such coverage solely because corrosive soil conditions exist on the premises. This Restriction (c.) applies only if coverage is subject to one of the following, which exclude loss or damage caused by or resulting from corrosive soil conditions:
 - (1) Capital Assets Program Coverage Form (Output Policy);
 - (2) Commercial Property Coverage Part – Causes Of Loss – Special Form; or
 - (3) Farm Coverage Part – Causes Of Loss Form – Farm Property, Paragraph D. Covered Causes Of Loss – Special.

- C. The following is added and supersedes any provisions to the contrary:

NONRENEWAL

1. Subject to the provisions of Paragraphs **C.2.** and **C.3.** below, if we elect not to renew this policy, we will mail or deliver written notice stating the reason for nonrenewal to the first Named Insured shown in the Declarations and to the producer of record, at least 60 days, but not more than 120 days, before the expiration or anniversary date.

We will mail or deliver our notice to the first Named Insured, and to the producer of record, at the mailing address shown in the policy.

2. Residential Property

This provision applies to coverage on real property used predominantly for residential purposes and consisting of not more than four dwelling units, and to coverage on tenants' household property contained in a residential unit, if such coverage is written under one of the following:

Capital Assets Program (Output Policy) Coverage Part

Commercial Property Coverage Part

Farm Coverage Part – Farm Property – Farm Dwellings, Appurtenant Structures And Household Personal Property Coverage Form

- a. We may elect not to renew such coverage for any reason, except as provided in **b.**, **c.** and **d.** below:
- b. We will not refuse to renew such coverage solely because the first Named Insured has accepted an offer of earthquake coverage.

However, the following applies only to insurers who are associate participating insurers as established by Cal. Ins. Code Section 10089.16. We may elect not to renew such coverage after the first Named Insured has accepted an offer of earthquake coverage, if one or more of the following reasons applies:

- (1) The nonrenewal is based on sound underwriting principles that relate to the coverages provided by this policy and that are consistent with the approved rating plan and related documents filed with the Department of Insurance as required by existing law;

- (2) The Commissioner of Insurance finds that the exposure to potential losses will threaten our solvency or place us in a hazardous condition. A hazardous condition includes, but is not limited to, a condition in which we make claims payments for losses resulting from an earthquake that occurred within the preceding two years and that required a reduction in policyholder surplus of at least 25% for payment of those claims; or

- (3) We have:

- (a) Lost or experienced a substantial reduction in the availability or scope of reinsurance coverage; or
- (b) Experienced a substantial increase in the premium charged for reinsurance coverage of our residential property insurance policies; and

the Commissioner has approved a plan for the nonrenewals that is fair and equitable, and that is responsive to the changes in our reinsurance position.

- c. We will not refuse to renew such coverage solely because the first Named Insured has cancelled or did not renew a policy, issued by the California Earthquake Authority that included an earthquake policy premium surcharge.
 - d. We will not refuse to renew such coverage solely because corrosive soil conditions exist on the premises. This Restriction (**d.**) applies only if coverage is subject to one of the following, which exclude loss or damage caused by or resulting from corrosive soil conditions:
 - (1) Capital Assets Program Coverage Form (Output Policy);
 - (2) Commercial Property Coverage Part – Causes Of Loss – Special Form; or
 - (3) Farm Coverage Part – Causes Of Loss Form – Farm Property, Paragraph **D.** Covered Causes Of Loss – Special.
3. We are not required to send notice of nonrenewal in the following situations:
 - a. If the transfer or renewal of a policy, without any changes in terms, conditions, or rates, is between us and a member of our insurance group.

- b. If the policy has been extended for 90 days or less, provided that notice has been given in accordance with Paragraph C.1.
- c. If you have obtained replacement coverage, or if the first Named Insured has agreed, in writing, within 60 days of the termination of the policy, to obtain that coverage.
- d. If the policy is for a period of no more than 60 days and you are notified at the time of issuance that it will not be renewed.
- e. If the first Named Insured requests a change in the terms or conditions or risks covered by the policy within 60 days of the end of the policy period.
- f. If we have made a written offer to the first Named Insured, in accordance with the timeframes shown in Paragraph C.1., to renew the policy under changed terms or conditions or at an increased premium rate, when the increase exceeds 25%.



Hiscox Insurance Company Inc.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 16
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CALIFORNIA CHANGES

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The term "spouse" is replaced by the following:

Spouse or registered domestic partner under California law.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 17
Endorsement Effective: 02/18/2023

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

- A.** 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:

1. you have agreed in a written contract or agreement to add such additional insured to a policy providing the type of coverage afforded by this policy; and
2. you have agreed in a written contract or agreement with such additional insured that this insurance would be primary and would not seek contribution from any other insurance available to the additional insured.



Hiscox Insurance Company Inc.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 18
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

MODIFIED WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

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

You may waive your rights against another party so long as you do so in writing prior to: (i) an offense arising out of your business that caused a “personal and advertising injury”; or (ii) an “occurrence” that caused “bodily injury” or “property damage”.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 19
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EXCLUSION – DAMAGE TO PRIMARY RESIDENCE

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

With respect to a premises that is an insured's primary residence:

- A.** The last paragraph ("Exclusions c. through n. do not apply . . .") of Paragraph 2., **Exclusions** under **Section I – Coverage A – Bodily Injury And Property Damage Liability** is deleted.
- B.** The first exception ("Paragraphs (1), (3) and (4) of this exclusion do not apply . . .") to Exclusion j., **Damage To Property** of Paragraph 2., **Exclusions** of **Section I – Coverage A – Bodily Injury And Property Damage Liability** is deleted.
- C.** Paragraph 6. of **Section III – Limits Of Insurance** is deleted.
- D.** Any reference in the Declarations to "Damage To Premises Rented To You" is deleted.



Hiscox Insurance Company Inc.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 20
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT IS ATTACHED TO AND MADE PART OF YOUR POLICY IN RESPONSE TO THE DISCLOSURE REQUIREMENTS OF THE TERRORISM RISK INSURANCE ACT. THIS ENDORSEMENT DOES NOT GRANT ANY COVERAGE OR CHANGE THE TERMS AND CONDITIONS OF ANY COVERAGE UNDER THE POLICY.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

SCHEDULE

SCHEDULE - PART I

Terrorism Premium (Certified Acts) \$ 6.00

This premium is the total Certified Acts premium attributable to the following Coverage Part(s), Coverage Form(s) and/or Policy(ies):

Additional information, if any, concerning the terrorism premium:

SCHEDULE - PART II

Federal share of terrorism losses 80%
(Refer to Paragraph B. of this endorsement.)

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 20
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT IS ATTACHED TO AND MADE PART OF YOUR POLICY IN RESPONSE TO THE DISCLOSURE REQUIREMENTS OF THE TERRORISM RISK INSURANCE ACT. THIS ENDORSEMENT DOES NOT GRANT ANY COVERAGE OR CHANGE THE TERMS AND CONDITIONS OF ANY COVERAGE UNDER THE POLICY.

A. Disclosure Of Premium

In accordance with the federal Terrorism Risk Insurance Act, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for terrorist acts certified under the Terrorism Risk Insurance Act. The portion of your premium attributable to such coverage is shown in the Schedule of this endorsement or in the policy Declarations.

B. Disclosure Of Federal Participation In Payment Of Terrorism Losses

The United States Government, Department of the Treasury, will pay a share of terrorism losses insured under the federal program. The federal share equals a percentage (as shown in Part II of the Schedule of this endorsement or in the policy Declarations) of that portion of the amount of such insured losses that exceeds the applicable insurer retention. However, if aggregate insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion.

C. Cap On Insurer Participation In Payment Of Terrorism Losses

If aggregate insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year and we have met our insurer deductible under the Terrorism Risk Insurance Act, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 21
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

A. If aggregate insured losses attributable to terrorist acts certified under the federal Terrorism Risk Insurance Act exceed \$100 billion in a calendar year and we have met our insurer deductible under the Terrorism Risk Insurance Act, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of the federal Terrorism Risk Insurance Act, to be an act of terrorism pursuant to such Act. The criteria contained in the Terrorism Risk Insurance Act for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to the Terrorism Risk Insurance Act; and
 2. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.
- B.** The terms and limitations of any terrorism exclusion, or the inapplicability or omission of a terrorism exclusion, do not serve to create coverage for injury or damage that is otherwise excluded under this Coverage Part.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 22
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED – DESIGNATED
PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
Oxnard School District 1051 South A Street Oxnard, Ca. 93030
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", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A. In the performance of your ongoing operations; or
- B. In connection with your premises owned by or rented to you.



Policy Number: P100.108.112.4
Named Insured: Kenco Construction Services Inc.
Endorsement Number: 23
Endorsement Effective: 02/18/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED – DESIGNATED
PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
Oxnard Shool District 1051 South A Street Oxnard, Ca. 93030
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", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A. In the performance of your ongoing operations; or
- B. In connection with your premises owned by or rented to you.

Notices



Policyholder Notice Electronic Delivery

If you received your insurance policy by email, it is because you have chosen electronic delivery of your policy documents and important notices, including cancellation and nonrenewal notices where permitted by law. We also will send any renewal policy documents to you by email at the address you have provided.

If you are currently receiving paper documents and would like to have ease of retrieval and access and save on storage space, you will need to contact us and update your preferences. Most documents can be sent electronically within minutes. For electronic documents, you will need a computer or mobile device with Internet access and the ability to receive external emails. You also will need software such as Adobe Reader® that allows you to view and save PDF documents, and a printer to create paper copies.

At any time you may request a paper copy of your policy, or you may withdraw your consent to receive documents by email. We will then send documents to you by US mail at no added cost.

You must notify us if your email or street address changes. To update your email or street address, or to request paper documents, please contact us at 888-202-3007.

ECONOMIC AND TRADE SANCTIONS POLICYHOLDER NOTICE

Hiscox is committed to complying with the U.S. Department of Treasury Office of Foreign Assets Control (OFAC) requirements. OFAC administers and enforces economic sanctions policy based on Presidential declarations of national emergency. OFAC has identified and listed numerous foreign agents, front organizations, terrorists, and narcotics traffickers as Specially Designated Nationals (SDN's) and Blocked Persons. OFAC has also identified Sanctioned Countries. A list of Specially Designated Nationals, Blocked Persons and Sanctioned Countries may be found on the United States Treasury's web site <http://www.treas.gov/offices/enforcement/ofac/>.

Economic sanctions prohibit all United States citizens (including corporations and other entities) and permanent resident aliens from engaging in transactions with Specially Designated Nationals, Blocked Persons and Sanctioned Countries. Hiscox may not accept premium from or issue a policy to insure property of or make a claim payment to a Specially Designated National or Blocked Person. Hiscox may not engage in business transactions with a Sanctioned Country.

A Specially Designated National or Blocked Person is any person who is determined as such by the Secretary of Treasury.

A Sanctioned Country is any country that is the subject of trade or economic embargoes imposed by the laws or regulations of the United States.

In accordance with laws and regulations of the United States concerning economic and trade embargoes, this policy may be rendered void from its inception with respect to any term or condition of this policy that violates any laws or regulations of the United States concerning economic and trade embargoes including, but not limited to the following:

- (1) Any insured under this Policy, or any person or entity claiming the benefits of such insured, who is or becomes a Specially Designated National or Blocked Person or who is otherwise subject to US economic trade sanctions;
- (2) Any claim or suit that is brought in a Sanctioned Country or by a Sanctioned Country government, where any action in connection with such claim or suit is prohibited by US economic or trade sanctions;
- (3) Any claim or suit that is brought by any Specially Designated National or Blocked Person or any person or entity who is otherwise subject to US economic or trade sanctions;
- (4) Property that is located in a Sanctioned Country or that is owned by, rented to or in the care, custody or control of a Sanctioned Country government, where any activities related to such property are prohibited by US economic or trade sanctions; or
- (5) Property that is owned by, rented to or in the care, custody or control of a Specially Designated National or Blocked Person, or any person or entity who is otherwise subject to US economic or trade sanctions.

Please read your Policy carefully and discuss with your broker/agent or insurance professional. You may also visit the US Treasury's website at <http://www.treas.gov/offices/enforcement/ofac/>.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/14/2023

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 State Farm  JON SHEPHERD INSURANCE AGENCY 3844 E FOOTHILL BLVD PASADENA, CA 91107	CONTACT NAME: JON SHEPHERD PHONE (A/C, No, Ext): 626-395-7220 E-MAIL ADDRESS: JON@JONSHEP.COM	FAX (A/C, No): 626-395-7224
	INSURER(S) AFFORDING COVERAGE	
INSURER A : State Farm Mutual Automobile Insurance Company		NAIC # 25178
INSURER B :		
INSURER C :		
INSURER D :		
INSURER E :		
INSURER F :		

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COM/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY			542 5628-B22-03	08/22/2023	02/22/2024	COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ 1,000,000 BODILY INJURY (Per accident) \$ 1,000,000 PROPERTY DAMAGE (Per accident) \$ 1,000,000 \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
							COMP \$500 COLLISION \$500 UIM & UM 100/300

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

2022 GMC 2500 Truck.
 Oxnard School District is named additional insured. The State Farm Auto Insurance Company, Policy #542 5628-B22-03 is endorsed with Waiver of Subrogation and Primary and Non-Contributory endorsement in favor of Oxnard School District subject to policy terms and conditions.

CERTIFICATE HOLDER Oxnard School District 1051 South A Street Oxnard, Ca. 93030	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE(jj) <p style="text-align: center;"><i>Jon Shepherd</i></p>

DECLARATIONS PAGE

NAMED INSURED 00223 03-235A-1 B A

POLICY NUMBER 542 5628-B22-03B
 POLICY PERIOD SEP 13 2023 to FEB 22 2024
 12:01 A.M. Standard Time

000225 0058
 HINGE, KENNETH BARNES
 JEFFERY & KENCO CONSTRUCTION
 2690 ALIBI DR
 LK HAVASU CTY AZ 86404-1300

AGENT
 JON SHEPHERD INS AGENCY INC
 3844 E FOOTHILL BLVD
 PASADENA, CA 91107-2220

PHONE: (626)395-7220

DO NOT PAY PREMIUMS SHOWN ON THIS PAGE.
 IF AN AMOUNT IS DUE, THEN A SEPARATE STATEMENT IS ENCLOSED.

YOUR CAR

YEAR	MAKE	MODEL	BODY STYLE	VEHICLE ID NUMBER	CLASS
2023	GMC	SIERRA	PICKUP	1GTUUEHL2PZ288231	603H60F000

SYMBOLS	COVERAGE & LIMITS	PREMIUMS
A	Liability Coverage Bodily Injury Limits Each Person, Each Accident \$1,000,000 \$1,000,000 Property Damage Limit Each Accident \$1,000,000	\$218.34
C	Medical Payments Coverage Limit - Each Person \$5,000	\$6.20
D-WG	Comprehensive and Glass Coverage - \$500 Deductible	\$114.55
G	Collision Coverage - \$500 Deductible	\$257.59
H	Emergency Road Service Coverage	\$1.82
R1	Car Rental and Travel Expenses Coverage Limit - Car Rental Expense Each Day, Each Loss 80% \$1,000	\$14.97
U	Uninsured Motor Vehicle Coverage Bodily Injury Limits Each Person, Each Accident \$100,000 \$300,000	\$7.63
W	Underinsured Motor Vehicle Coverage Bodily Injury Limits Each Person, Each Accident \$100,000 \$300,000	\$32.92
Total premium for SEP 13 2023 to FEB 22 2024		\$654.02 This is not a bill.

IMPORTANT MESSAGES

Replaced policy number 5425628-03A.

New Policy Form

Your total renewal premium for AUG 22 2023 to FEB 22 2024 is \$744.89.

State Farm works hard to offer you the best combination of price, service, and protection. The amount you pay for automobile insurance is determined by many factors such as the coverages you have, where you live, the kind of car you drive, how your car is used, who drives the car, and information from consumer reports.

You have the right to request, no more than once during a 12-month period, that your policy be re-rated using a current credit-based insurance score. Re-rating could result in a lower rate, no change in rate, or a higher rate.

Notice of insurance information collection practices - personal, family, or household insurance transactions:
 We often collect personal information from persons other than the individual or individuals listed on the policy. Such personal information may, in certain circumstances, be disclosed to third parties without your authorization. If you would like additional information concerning the collection and disclosure of personal information - and your right to see and correct any personal information in your files - it will be furnished upon request.

CONTINUED

See Reverse Side

This policy is issued by State Farm Mutual Automobile Insurance Company.

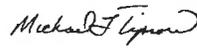
MUTUAL CONDITIONS

1. **Membership.** While this policy is in force, the first insured shown on the Declarations Page is entitled to vote at all meetings of members and to receive dividends the Board of Directors in its discretion may declare in accordance with reasonable classifications and groupings of policyholders established by such Board.
2. **No Contingent Liability.** This policy is non-assessable.
3. **Annual Meeting.** The annual meeting of the members of the company shall be held at its home office at Bloomington, Illinois, on the second Monday of June at the hour of 10:00 A.M., unless the Board of Directors shall elect to change the time and place of such meeting, in which case, but not otherwise, due notice shall be mailed each member at the address disclosed in this policy at least 10 days prior thereto.

In Witness Whereof, the State Farm Mutual Automobile Insurance Company has caused this policy to be signed by its President and Secretary at Bloomington, Illinois.



Secretary



President



PO Box 2368
Bloomington IL 61702-2368

DECLARATIONS PAGE

PAGE 2 OF 2

00223

03-235A-1 B A

NAMED INSURED 000225 0058
HINGE, KENNETH BARNES
JEFFERY & KENCO CONSTRUCTION
2690 ALIBI DR
LK HAVASU CTY AZ 86404-1300

POLICY NUMBER 542 5628-B22-03B
POLICY PERIOD SEP 13 2023 to FEB 22 2024
12:01 A.M. Standard Time

EXCEPTIONS, POLICY BOOKLET & ENDORSEMENTS (See policy booklet and various endorsements for coverage details.)

YOUR POLICY CONSISTS OF THIS DECLARATIONS PAGE, THE POLICY BOOKLET - FORM 9803A, AND ANY ENDORSEMENTS THAT APPLY, INCLUDING THOSE ISSUED TO YOU WITH ANY SUBSEQUENT RENEWAL NOTICE.
01 6028BN ADDITIONAL INSURED (PRIOR NOTICE OF TERMINATION)-SIMI VALLEY UNIFIED SCHOOL DISTRICT, 101 W COCHRAN ST, SIMI VALLEY CA 93065-6217
02 6028BN ADDITIONAL INSURED (PRIOR NOTICE OF TERMINATION)-OXNARD SCHOOL DISTRICT, 1051 S A ST, OXNARD CA 93030-7442.
6128CY AMENDATORY ENDORSEMENT
6129K AMENDATORY ENDORSEMENT
6903A AMENDATORY ENDORSEMENT
6196AA - WAIVER OF SUBROGATION UNDER THE LIABILITY COVERAGE OF SIMI VALLEY UNIFIED SCHOOL DISTRICT; OXNARD SCHOOL DISTRICT.

Agent: JON SHEPHERD INS AGENCY INC
Telephone: (626)395-7220
Prepared SEP 29 2023 235A-A2F

This policy is issued by State Farm Mutual Automobile Insurance Company.

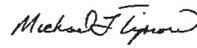
MUTUAL CONDITIONS

1. **Membership.** While this policy is in force, the first insured shown on the Declarations Page is entitled to vote at all meetings of members and to receive dividends the Board of Directors in its discretion may declare in accordance with reasonable classifications and groupings of policyholders established by such Board.
2. **No Contingent Liability.** This policy is non-assessable.
3. **Annual Meeting.** The annual meeting of the members of the company shall be held at its home office at Bloomington, Illinois, on the second Monday of June at the hour of 10:00 A.M., unless the Board of Directors shall elect to change the time and place of such meeting, in which case, but not otherwise, due notice shall be mailed each member at the address disclosed in this policy at least 10 days prior thereto.

In Witness Whereof, the State Farm Mutual Automobile Insurance Company has caused this policy to be signed by its President and Secretary at Bloomington, Illinois.



Secretary



President



6903A AMENDATORY ENDORSEMENT

This endorsement is a part of the policy. Except for the changes this endorsement makes, all other provisions of the policy remain the same and apply to this endorsement.

1. LIABILITY COVERAGE

Paragraph 2.a. of If Other Liability Coverage Applies is replaced by the following:

2. a. The Liability Coverage provided by this policy applies as primary coverage:

- (1) for the ownership, maintenance or use of your car or a trailer attached to it;
(2) for the maintenance or use of a vehicle that is owned by any person or organization in the business of:
(a) selling;
(b) repairing;
(c) servicing;
(d) delivering;
(e) testing;
(f) road testing;
(g) parking; or
(h) storing.

motor vehicles and an insured is operating the vehicle and is neither an owner, nor an employee or agent of the owner of the vehicle; and

(3) for the maintenance or use of a rental motor vehicle if:

- (a) the rental agreement discloses that the owner does not provide liability coverage to the renter, authorized drivers or any other driver;
(b) the renter did not purchase liability coverage from the rental motor vehicle's owner; and
(c) no other liability coverage from sources other than the State Farm Companies applies for the same accident.

2. UNINSURED MOTOR VEHICLE COVERAGE

Deciding Fault and Amount is replaced by the following:

Deciding Fault and Amount

1. The insured and we must agree to the following two questions:

- a. Is the insured legally entitled to recover compensatory damages from the owner or driver of the uninsured motor vehicle; and
b. If the insured and we agree that the answer to I.a. above is yes, then what is the amount of the compensatory damages that the insured is legally entitled to recover from the owner or driver of the uninsured motor vehicle?

2. If there is disagreement on the answers to either or both questions, then the disagreement will be resolved by arbitration upon written request of the insured or us.

The arbitration will take place in the county in which the insured resides unless the parties agree to another location.

The insured and we will agree upon a competent and impartial arbitrator. If the insured and we are unable to agree upon an arbitrator within 30 days, then either the insured or we may petition a court that has jurisdiction to select the arbitrator.

The arbitrator shall have no authority to decide any questions of law or conduct arbitration on a class-wide or class-representative basis.

The written decision of the arbitrator that is signed by the arbitrator and that contains an explanation of the basis for the decision will be binding on:

- a. us;
b. the insured; and

c. any assignee of the insured.

The written decision of the arbitrator may be appealed to an Arizona court that has jurisdiction by either party.

The cost of the arbitrator will be shared equally by both parties. Each party will pay the costs for its own attorney, witnesses, and any evidence it uses. The cost of the transcription of the arbitration proceedings will be paid by the party that incurred such expense. All other expenses of arbitration will be shared equally by both parties.

3. Subject to the provisions of this policy, the Arizona Rules of Civil Procedure as to the conduct of the arbitration and appeal, if any, shall be used.

4. We do not waive any of our rights by submitting to arbitration.

5. We are not bound by any:

- a. judgment obtained without our written consent; and
b. default judgment against any person or organization other than us.

6. Regardless of the amount of any arbitration award or any other award, including any judgment or default judgment, we are not obligated to pay any amount in excess of the available limits under this coverage of this policy.

7. Any arbitration or suit against us will be barred unless commenced within three years after the date you notified us in writing of the uninsured motor vehicle claim. Legal action may only be brought against us in accordance with the Legal Action Against Us provision of this policy.

3. UNDERINSURED MOTOR VEHICLE COVERAGE

Deciding Fault and Amount is replaced by the following:

Deciding Fault and Amount

1. The insured and we must agree to the following two questions:

- a. Is the insured legally entitled to recover compensatory damages

from the owner or driver of the uninsured motor vehicle; and
b. If the insured and we agree that the answer to I.a. above is yes, then what is the amount of the compensatory damages that the insured is legally entitled to recover from the owner or driver of the uninsured motor vehicle?

2. If there is disagreement on the answers to either or both questions, then the disagreement will be resolved by arbitration upon written request of the insured or us.

The arbitration will take place in the county in which the insured resides unless the parties agree to another location.

The insured and we will agree upon a competent and impartial arbitrator. If the insured and we are unable to agree upon an arbitrator within 30 days, then either the insured or we may petition a court that has jurisdiction to select the arbitrator.

The arbitrator shall have no authority to decide any questions of law or conduct arbitration on a class-wide or class-representative basis.

The written decision of the arbitrator that is signed by the arbitrator and that contains an explanation of the basis for the decision will be binding on:

- a. us;
b. the insured; and

c. any assignee of the insured.

The written decision of the arbitrator may be appealed to an Arizona court that has jurisdiction by either party. The cost of the arbitrator will be shared equally by both parties. Each party will pay the costs for its own attorney, witnesses, and any evidence it uses. The cost of the transcription of the arbitration proceedings will be paid by the party that incurred such expense. All other expenses of arbitration will be shared equally by both parties.

3. Subject to the provisions of this policy, the Arizona Rules of Civil Procedure as to the conduct of the arbitration and appeal, if any, shall be used.

4. *We* do not waive any of *our* rights by submitting to arbitration.
5. *We* are not bound by any:
- judgment obtained without *our* written consent; and
 - default judgment against any *person* or organization other than *us*.
6. Regardless of the amount of any arbitration award or any other award, including any judgment or default judgment, we are not obligated to pay any amount in excess of the available limits under this coverage of this policy.
7. Any arbitration or suit against *us* will be barred unless commenced within three years after the date *you* notified *us* in writing of the underinsured motor vehicle claim. Legal action may only be brought against *us* in accordance with the **Legal Action Against Us** provision of this policy.

4. PHYSICAL DAMAGE COVERAGES

Insuring Agreements

Item 5.a. is replaced by the following:

a. Car Rental Expense

We will pay the *daily rental charge* incurred when an *insured* rents a *car* from a *car business* while *your car* or a *newly acquired car* is:

- not drivable; or
- being repaired

as a result of a *loss* which would be payable under Comprehensive Coverage or Collision Coverage.

We will pay this *daily rental charge* incurred during a period that:

- starts on the date:
 - the vehicle is not drivable as a result of the *loss*; or
 - the vehicle is left at a repair facility if the vehicle is drivable; and
- ends on the earliest of:
 - the date the vehicle has been repaired or replaced;
 - the date *we* offer to pay for the *loss* if the vehicle is repairable but *you* choose to delay repairs; or
 - seven days after *we* offer to pay for the *loss* if the vehicle is:
 - a total loss as determined by *us*; or
 - stolen and not recovered.

The amount of any such *daily rental charge* incurred by an *insured* must be reported to *us* before *we* will pay such amount

6903A

Page 3 of 3
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Oxnard School District

Exemption from Workers' Compensation

BUSINESS NAME AND ADDRESS			
Business Name Kenco Construction Services, Inc.		Contractor License # N/A	
Business Address 4664 Romola Ave.	City La Verne	State CA.	Zip Code 91750
Business Phone (714) 981-2752	Business E-mail Address kenhinge@kenco-inc.com		

Contractor named above does not employ anyone in the manner subject to the workers' compensation laws of California.

I certify under penalty of perjury under the laws of the State of California that the information provided on this exemption statement is true and accurate. I understand that, upon employing anyone in a manner that is subject to the workers' compensation laws of the State of California, the claim of exemption executed under this form will no longer be valid. I also understand that, as soon as I employ anyone subject to the California's workers' compensation laws, I must obtain a Certificate of Workers' Compensation Insurance, submit that certificate to the Simi Valley Unified School District, and continuously maintain the coverage provided by the certificate in accordance with the law.

Date 8-29-23	Signature of Contractor (Owner, Partner, or Officer) <i>Kenneth Hinge</i>	Printed Name of Contractor (Owner, Partner, or Officer) Kenneth Hinge
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Oxnard School District
Certification of Exemption from Workers' Compensation Insurance

Kenco Construction Services, Inc.

Provider Name

4664 Romola Ave.

Street Address

714-981-2752

Business Telephone

Inspector of Record

Services Provided

Business License Number

La Verne, CA 91750

City, State, Zip Code

kenhinge@kenco-inc.com

Business E-mail Address

#23-100/8-23-2023

Agreement/Contract Date

I certify that I am an independent contractor as defined in California *Labor Code* section 3353 and subject to the requirements of California *Labor Code* section 2776.

I certify that I am exempt from maintaining workers' compensation coverage. I further certify that I do not and will not employ, during the performance of work or service described in the Agreement/Contract referenced above, any person, described in California *Labor Code* sections 3351, 3351.5 and 2775 et seq., in any manner so as to become subject to the workers' compensation laws of the State of California.

I also certify that if in the future I should employ persons to perform work pursuant to this Agreement, in a manner that causes me to be subject of the workers' compensation laws of the State of California, I shall immediately obtain workers' compensation insurance coverage and provide the Local Educational Agency with a certificate of insurance as evidence that I am in compliance with such laws.

Should any court of law, administrative agency or department thereof, or state board find any subcontractors that I hire to be employees, I agree to defend, indemnify, and hold harmless the Local Educational Agency, its governing board, officers, employees, agents, successors, or assigns from any and all claims, demands, monetary or other losses, and expenses whatsoever, including reasonable legal fees and costs, arising from the findings of the court of law, administrative agency or department thereof, or state board.

This Certification of Exemption from Workers' Compensation Insurance shall survive termination of the referenced Agreement, for any reason whatsoever, and binds Provider's legal representatives, successors, and assigns.

I attest that the information provided on this Certification of Exemption from Workers' Compensation Insurance is true and accurate.

Kenneth Hinge Digitally signed by Kenneth Hinge
 Date: 2023.08.29 15:12:54 -07'00'

Provider signature

8-29-23

Date



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org
CHANGING THE WORLD! IN SCHOOL AND BEYOND

August 25, 2023

BOARD OF TRUSTEES

VERONICA ROBLES-SOLIS
President

JARELY LOPEZ
Clerk

MONICA MADRIGAL LOPEZ
MARYANN RODRIGUEZ
ROSE GONZALES

ADMINISTRATION

DR. ANABOLENA DEGENNA
Interim Superintendent

VALERIE MITCHELL, MPPA
Assistant Superintendent
Business & Fiscal Services

DR. NATALIA TORRES
Assistant Superintendent
Human Resources

DR. ARACELY FOX
Acting Associate Superintendent, Educational
Services

CERTIFICATION OF MINUTES – August 23, 2023

The Board met in regular session on August 23, 2023, at the usual meeting place thereof. The meeting was called to order at 5:06 p.m.

Members Present: Trustees Lopez, Rodriguez, Gonzales and Madrigal Lopez

C.14. Approval of Agreement #23-100 for Inspector of Record (IOR) Services with Kenco Construction Services, Inc., for the New ECDC Facilities at Drifill (Mitchell/Miller/CFW)

On a motion by Trustee Rodriguez, seconded by Trustee Lopez and carried on a roll call vote of 4-0; the Board of Trustees approved Agreement #23-100 for Inspector of Record (IOR) Services with Kenco Construction Services, Inc., for the New ECDC Facilities at Drifill, as presented.

Ana DeGenna, Ed.D.
Secretary of the Board & Interim District Superintendent

ADG/ld

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Special Education Agreement

Approval of Amendment #1 to Agreement #24-32 – Acceleration Behavioral Therapies (DeGenna/Jefferson)

At the Board Meeting of June 26, 2024, the Board of Trustees approved Agreement # 24-32 with Acceleration Behavioral Therapies (ABT) in the amount of \$500,000.00 to provide applied behavioral therapy and related services, including direct behavioral intervention, development, implementation, and supervision for such students on a “as needed” basis for the Special Education Department for fiscal year 2024-2025.

Amendment # 1 in the amount of \$1,500,000.00 is needed to continue supporting Special Education students with Applied Behavioral Therapy and related services, for a total contract amount of \$2,000,000.00.

FISCAL IMPACT:

Not to exceed \$1,500,000.00 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Amendment #1 to Agreement #24-32 with Acceleration Behavioral Therapies.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(1 Page\)](#)

[Agreement #24-32, Acceleration Behavioral Therapies \(54 Pages\)](#)



**AMENDMENT #1 TO AGREEMENT #24-32 with
Acceleration Behavioral Therapies
January 15, 2025**

At the Board Meeting of June 26, 2024, the Board of Trustees approved Agreement # 24-32 with Acceleration Behavioral Therapies (ABT) in the amount of \$500,000.00 to provide applied behavioral therapy and related services, including direct behavioral intervention, development, implementation, and supervision for such students on a “as needed” basis for the Special Education Department for fiscal year 2024-2025.

DESCRIPTION:

Amendment # 1 in the amount of \$1,500,000.00 is needed to continue supporting Special Education students with Applied Behavioral Therapy and related services.

Grand Total: **\$2,000,000.00** to be paid out of Special Education funds.

Acceleration Behavioral Therapies

By: _____

Date: _____

Oxnard School District

By: _____

Date: _____

Melissa Reyes, Director of Purchasing



Oxnard School District

Short-Term Services Agreement

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

R25-00498
Requisition Number

P25-00281
Purchase Order Number

24-32
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 Acceleration Behavioral Therapies, (hereinafter referred to as "Provider"). District and Provider may be referred to herein individually as a "Party" and collectively as the "Parties."

Acceleration Behavioral Therapies
Provider
16501 Ventura Blvd., Ste #400
Street Address
Encino, CA 91436
City, State, Zip code

818-280-9614
Telephone Number
jfreilich@accelerationbt.com
E-mail Address
83-184-7055
Tax Identification or Social Security Number

Services

Behavior Intervention-Implementation (BII); Behavior Intervention-Design (BID)

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

Table with 3 columns: Date(s) of Service, Hour(s) of Service, Location. Row 1: July 1, 2024 through June 30, 2025, TBD, TBD

Fees

Table with 2 columns: Description, Amount. Rows: Compensation for Services (\$ 500,000.00), Other Ancillary Cost, as applicable (\$), Total not to Exceed (\$ 500,000.00)

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.

- 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

Jared Freilich
Provider Authorized Signer

Jared L. Freilich
Signature

6/7/24
Date

Oxnard School District
Lisa A. Franz
Director, Purchasing

Lisa A. Franz
Signature

6-27-24
Date



Acceleration Behavioral Therapies

Phone: (818) 356-8106

Fax: (818) 356-8113

Info@AccelerationBT.com

16501 Ventura Blvd., Ste. 400, Encino, CA 91436

California Department of Education / SELPA / School District Chargemaster

School Related Service	Description of ABT staff qualification	Rate (per hour)
BII (Behavior Intervention Implementation)	Are under the supervision of personnel qualified under subdivision (a); and (B) possess a high school diploma or its equivalent; and (C) receive the specific level of supervision required in the pupil's IEP. (see: 5 CCR 3051.23)	\$60.00
BID (Behavior Intervention Development)	master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field. (see: 5 CCR 3051.23)	\$85.00



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/31/2023

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).

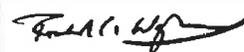
PRODUCER Bolton Insurance Services LLC 3475 E. Foothill Boulevard Suite 100 Pasadena, CA 91107	CONTACT NAME: PHONE (A/C, No, Ext): (626) 799-7000	FAX (A/C, No): (626) 441-3233
	E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Acceleration Behavioral Therapies 16501 Ventura Blvd Ste. 400 Encino, CA 91436	INSURER A : Berkley Regional Insurance Company	29580
	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	X	HHN853222510	7/7/2023	7/7/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COM/OP AGG \$ 3,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			HHN853222510	7/7/2023	7/7/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB EXCESS LIAB DED RETENTION \$			HHN853222510	7/7/2023	7/7/2024	<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Abuse or Molestation			HHN853222510	7/7/2023	7/7/2024	Agg. \$3,000,000 1,000,000
A	Professional Liab.			HHN853222510	7/7/2023	7/7/2024	Aggr. \$3,000,000 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate holder is named as additional insured per form CG83911219, attached.
Certificate Holder: The Oxnard School District, its governing board, officers, agents, employees and/or volunteers.

CERTIFICATE HOLDER The Oxnard Schood District 1051 S. A St. Oxnard, CA 93030	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ CAREFULLY.

GENERAL LIABILITY BROADENING ENDORSEMENT

This endorsement modifies the insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

Throughout this endorsement, the words "you" and "your" refer to the Named Insured shown in the Declarations. The word "we," "us," and "our" refer to the company providing this insurance.

The following is only a summary of the additional coverages provided by this endorsement and is provided only for your reference and convenience. For the Limits of Insurance and the additional coverages provided by this endorsement, read the provisions on the following pages and the Coverage Form, which this endorsement modifies.

SUBJECTS OF INSURANCE
Broadened Bodily Injury
Broadened Personal and Advertising Injury
Broadened Property Damage
Broadened Fire, Lightning, Explosion, and Sprinkler Leakage - \$500,000
Broadened Medical Payments - \$20,000
Broadened Supplementary Benefits
a. Bail Bonds - \$1,000
b. Expenses Incurred to Assist in Defense - \$500 per Day
Broadened Newly Acquired or Formed Organization
Broadened Non-Owned or Chartered Watercraft or Aircraft
Broadened Commercial General Liability Conditions
a. Duties in the Event of Occurrence, Offense, Claim, or Suit
b. Liberalization – Automatic Coverage If We Adopt Broader Coverages
c. Notice to Company
Automatic Coverage for "Special Events"
Automatic Additional Insureds
a. Athletic Activity Participants
b. Contractual Obligations
c. Funding Sources
d. Manager or Lessor of Premises
e. Owner, Manager, Operator, or Lessor of "Special Event" Premises
f. Supervisors or Higher in Rank – Co-Employee Exclusion Removed
g. Limitations
Blanket Waiver of Subrogation
Priority of Application for Multiple Insureds

The coverages listed in this endorsement are provided as extensions or additions to your insurance program.

A. BROADENED BODILY INJURY

Paragraph 3. of **Section V – Definitions** is deleted and replaced with the following:

3. "Bodily injury" means physical injury, sickness, or disease sustained by a person, including death resulting from any of these. "Bodily injury" also means mental injury, mental anguish, humiliation, or shock sustained by a person, if directly resulting from physical injury, sickness, or disease sustained by that person.

B. BROADENED PERSONAL AND ADVERTISING INJURY

1. Paragraph 14. of **Section V - Definitions** is deleted and replaced with the following:

14. "Personal and advertising injury" means injury, including consequential "bodily injury" arising out of one or more of the following offenses during the policy period.

- a. False arrest, detention, or imprisonment;
- b. Malicious prosecution or abuse of process;
- c. The wrongful eviction from, wrongful entry into, or invasion of the right of private occupancy of a room, dwelling, or premises that a person occupies by or on behalf of its owner, landlord, or lessor;
- d. Oral, written, televised, videotaped, or electronic publication of material that slanders or libels a person or organization, or disparages a person's or organization's goods, products, or services;
- e. Oral, written, televised, videotaped or electronic publication of material that violates a person's right of privacy;
- f. Misappropriation of advertising ideas or style of doing business;
- g. Infringement of copyright, title, or slogan; or
- h. Mental injury, mental anguish, humiliation, or shock, if directly resulting from Items 14.a. through 14.g. above.

2. Exclusions 2.b. and 2.c. under **Coverage B - Personal and Advertising Injury Liability** are deleted and replaced with the following:

b. Material Published with Knowledge of Falsity

"Personal and advertising injury" arising out of oral, written, televised, videotaped, or electronic publication of material, if done by or at the direction of the insured with knowledge of its falsity;

c. Material Published Prior to Policy Period

"Personal and advertising injury" arising out of oral, written, televised, videotaped, or electronic publication of material whose first publication took place before the beginning of the policy period;

C. BROADENED PROPERTY DAMAGE

Exclusion 2.a. under **Coverage A - Bodily Injury and Property Damage Liability** is deleted and replaced with the following:

a. Expected Or Intended Injury

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

D. BROADENED FIRE, LIGHTNING, EXPLOSION AND SPRINKLER LEAKAGE

1. Paragraph 6. under **Section III - Limits Of Insurance** is deleted and replaced with the following:

6. Subject to 5. above, the Damage to Premises Rented to You Limit is the most we will pay under Coverage A for damages because of "property damage" to:

- a. Any one premises while rented to you, or in the case of damage by fire, while rented to you or temporarily occupied by you with permission of the owner; and
- b. Personal property of others in your care, custody, or control, while at premises rented to you or in the case of damage by fire, while rented to you or temporarily occupied by you with permission of the owner, arising out of any one fire, lightning, explosion, or sprinkler leakage occurrence.

The Damage to Premises Rented to You Limit is the greater of:

c. \$500,000; or

d. The amount shown in the Declarations for Damage to Premises Rented to You Limit.

2. Paragraph 2. **Exclusions of Coverage A - Bodily Injury and Property Damage Liability** is amended as follows:

Paragraphs c. through n., do not apply to damage by fire, lightning, explosion, or sprinkler leakage to premises while rented to you or temporarily occupied by you with permission of the owner. A separate limit of insurance applies to this coverage as described in **Section III - Limits Of Insurance**.

3. Paragraph 4. **Other Insurance of Section IV - Commercial General Liability Conditions** is amended as follows:

Paragraph **b.(1)(a)(ii)** is deleted and replaced with the following:

(ii) That is Fire, Lightning, Explosion, or Sprinkler Leakage insurance for premises rented to you or temporarily occupied by you with permission of the owner; or

4. Paragraph 9.a. under **Section V - Definitions** is deleted and replaced with the following:

a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion or sprinkler leakage to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract";

5. This Broadened Coverage is subject to all the terms of **Section III - Limits Of Insurance**.

6. This Broadened Coverage does not apply if Fire Damage Liability of **COVERAGE A (SECTION I)** is excluded either by the Declaration to this Coverage Part or by an endorsement to this Coverage Part.

E. BROADENED MEDICAL PAYMENTS

1. The following provision is added to Paragraph 2. of **Section III - Limits Of Insurance**:

The Medical Expense Limit shall be the greater of:

a. \$20,000; or

b. The amount shown in the Declarations for Medical Expense Limit.

2. This Medical Expense Limit is subject to all the terms of **Section III - Limits Of Insurance**.

3. This above Medical Expense Limit does not apply if **Coverage C - Medical Payments** is excluded either by the Declaration to this Coverage Part or by an endorsement to this Coverage Part.

F. BROADENED SUPPLEMENTARY PAYMENTS

Paragraphs 1.b. and 1.d. under **Supplementary Payments - Coverages A and B** are deleted and replaced with the following:

b. Up to \$1,000 for cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.

d. All reasonable expenses incurred by the insured at our request to assist us in the investigation or defense of the claim or "suit," including actual loss of earnings up to \$500 a day because of time off from work.

G. BROADENED NEWLY ACQUIRED OR FORMED ORGANIZATION

Paragraph 3.a under **Section II - Who Is An Insured** is deleted and replaced by the following:

a. Coverage under this provision is afforded only until the 120th day after you acquire or form the organization or the end of the policy period, whichever is earlier.

H. BROADENED NON-OWNED OR CHARTERED WATERCRAFT OR AIRCRAFT

Exclusion 2.g. under **Coverage A - Bodily Injury and Property Damage Liability** is deleted and replaced by the following:

g. "Bodily injury" or "property damage" arising out of the ownership, maintenance, use, or entrustment to others of any aircraft, "auto," or watercraft owned by or operated by, or rented or loaned to, any insured. Use includes operation and "loading or unloading".

This exclusion does not apply to:

- (1) A watercraft while ashore on premises you own or rent;
- (2) A watercraft you do not own that is:
 - (a) Less than 51 feet long; and
 - (b) Not being used to carry persons or property for a charge;
- (3) Parking an "auto" on, or on the ways next to premises you own or rent, provided the "auto" is not owned by or rented, or loaned to you or the insured;
- (4) Liability assumed under any "insured contract" for the ownership, maintenance, or use of aircraft, watercraft, or "autos"; or
- (5) "Bodily injury" or "property damage" arising out of the operation of any of the equipment listed in Paragraph f. (2) or f. (3) of Section V - Definitions, Paragraph 12., "Mobile Equipment"; or
- (6) An aircraft you do not own that is:
 - (a) Hired, chartered, or loaned with a crew; and
 - (b) Not owned in whole or in part by any insured.
- (7) This insurance does not apply, under Paragraph g.(1) and g.(2) above, if the insured has any other insurance for "bodily injury" or "property damage" which would also apply to loss covered under this provision, whether the other insurance is primary, excess, contingent, or on any other basis.
- (8) This insurance is excess, under Paragraph g.(6) above, over any other insurance, whether the other insurance is primary, excess, contingent or on any other basis.

I. BROADENED COMMERCIAL GENERAL LIABILITY CONDITIONS

1. Paragraph 2. Duties in The Event Of Occurrence, Offense, Claims Or Suit under Section IV - Commercial General Liability Conditions is amended to add the following provision:

- e. Your obligation to notify us as soon as practicable of an "occurrence," or offense under Paragraph 2.a. above, or a claim or "suit" or offense under Paragraphs 2.a., 2.b., and 2.c above, is satisfied if you send us written notice as soon as practicable after any of your "executive officers," directors, partners, insurance managers, or legal representatives becomes aware of, or should have become aware of, such "occurrence," offense, claim or "suit."

2. The following provisions are added to Section IV - Commercial General Liability Conditions:

10. Liberalization

If we adopt any revision that would broaden the coverage under this coverage part without additional premium within 30 days prior to or during the policy period, the broadened coverage will immediately apply to this coverage part.

11. Notice To Company

If you report an "occurrence" or offense to your Workers' Compensation insurer which later becomes a claim under this Coverage Part, failure to report such "occurrence" or offense to us at the time of the "occurrence" or offense will not be considered a violation of the **Duties In The Event Of Occurrence, Offense, Claim Or Suit Condition**, if you notify us as soon as practicable when you become aware that the "occurrence" or offense has become a liability claim.

J. AUTOMATIC COVERAGE FOR SPECIAL EVENTS

1. You are automatically covered for all "special events" which you organize, promote, administer, sponsor, or conduct during the term of this policy.
2. Section V - Definitions is amended to add the following paragraph:
 23. "Special Event" means any event:
 - a. The purpose of which is to raise funds for you; or
 - b. To recognize the accomplishments of your organization, your "employees," or your "volunteer workers"; or

- c. Which you, or an individual or organization with whom you have entered into a contract or agreement, organize, promote, administer, sponsor, or conduct for the purposes described in Paragraphs a. or b. above; and
- d. Which takes place on premises owned by you, or on premises while rented or leased to you or to that organization described in Paragraph c. above.

K. AUTOMATIC ADDITIONAL INSURED(S)

The following provisions are added to **Section II - Who Is An Insured:**

4. Automatic Additional Insured(s)

a. Additional Insureds - Athletic Activity Participants

(1) This policy is amended to include as an insured any person(s) [hereinafter called Additional Insured(s)] representing you while participating in amateur athletic activities that you sponsor. However, no such person is an insured for:

(a) "Medical expenses" under **Coverage C - Medical Payments**.

(b) "Bodily Injury" to:

- (i) A co-participant, your "volunteer worker" or your "employee" while participating in amateur athletic activities that you sponsor; or
- (ii) You, or any partner or member, (if you are a partnership or joint venture), or any member (if you are a limited liability company); or

(c) "Property damage" to property owned by, occupied or used by, rented to, in the care, custody, or control of, or over which physical control is being exercised for any purpose by:

- (i) A co-participant, your "volunteer worker", or your "employee"; or
- (ii) You, or any partner or member, (if you are a partnership or joint venture), or any member (if you are a limited liability company).

b. Additional Insured - Contractual Obligations

(1) This policy is amended to include as an insured any person or organization (hereinafter called Additional Insured) that you are required by a written "insured contract" to include as an insured, subject to all of the following provisions:

(a) Coverage is limited to liability arising out of:

- (1) Your ongoing operations performed for such Additional Insured; or
- (2) Such Additional Insured's financial control of you; or
- (3) The maintenance, operation or use by you of equipment leased to you by such Additional Insured; or
- (4) A permit issued to you by a state or political subdivision.

(b) Coverage does not apply to any "occurrence" or offense:

- (i) Which took place before the execution of, or subsequent to the completion or expiration of, the written "insured contract"; or
- (ii) Which takes place after you cease to be a tenant in that premises.

(c) With respect to architects, engineers, or surveyors, coverage does not apply to "Bodily Injury," "Property Damage," "Personal Injury," or "Advertising Injury" arising out of the rendering or the failure to render any professional services by or for you including:

- (i) The preparing, approving, or failing to approve or prepare maps, drawings, opinions, reports, surveys, change orders, designs or specifications; and
- (ii) Supervisory, inspection, or engineering services.

(d) Coverage provided herein shall be considered excess over any other valid and collectible insurance available to the Additional Insured whether that other insurance is primary, excess, contingent, or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.

- (e) In the event that you are engaged in the manufacture or assembly of any goods or products for the benefit or at the direction of another party, pursuant to a contract or agreement with that party, this paragraph (e). does not extend coverage to that party as an Additional Insured. Coverage for such a party will be extended only by a specific endorsement issued by us and naming such party.

c. Additional Insured - Funding Sources

- (1) This policy is amended to include as an insured any Funding Source (hereinafter called Additional Insured) which requires you in a written contract to name such Additional Insured but only with respect to liability arising out of your premises or "your work" for such Additional Insured, and only to the extent set forth as follows:
 - (a) The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this policy and subject to all the terms, conditions and exclusions for this policy. The Limits of Insurance applicable to the Additional Insured are inclusive of, and not in addition to, the Limits of Insurance shown in the Declarations.
 - (b) The coverage provided to the Additional Insured is not greater than that customarily provided by the policy forms specified in and required by the contract.
 - (c) In no event shall the coverages or Limits of Insurance in this Coverage Form be increased by such contract.
 - (d) Coverage provided herein shall be considered excess over any other valid and collectible insurance available to the Additional Insured whether that other insurance is primary, excess, contingent, or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.

d. Additional Insured - Manager or Lessor of Premises

- (1) This policy is amended to include as an insured any person or organization (hereinafter called Additional Insured) from whom you lease or rent your premises and which requires you to add such person or organization as an Additional Insured in this policy under:
 - (a) A written contract; or
 - (b) An oral agreement or contract where a Certificate of Insurance has been issued showing that person or organization as an Additional Insured;
but only if the written or oral agreement is an "insured contract";
 - (a) Currently in effect or to become effective during the term of this policy; and
 - (b) Executed prior to the "bodily injury," "property damage," "personal injury", or "advertising injury."
- (2) With respect to the insurance afforded the Additional Insured identified in Paragraph d.(1) immediately above, the following additional provisions apply:
 - (a) This insurance applies only to liability arising out of the ownership, maintenance, or use of that portion of the premises leased to you;
 - (b) The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this policy and subject to all this policy's terms, conditions, and exclusions. The Limits of Insurance applicable to the Additional Insured are inclusive of, not in addition to, the Limits of Insurance shown in the Declarations.
 - (c) In no event shall the coverages or Limits of Insurance in this Coverage Part be increased by such contract or agreement.
 - (d) Coverage provided herein shall be considered excess over any other valid and collectible insurance available to the Additional Insured whether that other insurance is primary, excess, contingent, or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.
- (3) This insurance does not apply to:
 - (a) Any "occurrence" or offense which takes place after you cease to be a tenant in the premises covered by this endorsement; or

- (b) Structural alterations, new construction, or demolition operations performed by or on behalf of the Additional Insured.
- e. Additional Insured - Owner, Manager, Operator or Lessor of "Special Events" Premises**
- (1) This policy is amended to include as an insured any person or organization (hereinafter called Additional Insured) from whom you lease, rent or occupy the premises upon which a "special event" is held, sponsored or conducted by you, or on your behalf, under:
- (a) A written contract; or
 - (b) An oral agreement or contract where a Certificate of Insurance has been issued showing that person or organization as an Additional Insured; but only if the written or oral agreement is an "insured contract,"
 - (i) Currently in effect or to become effective during the term of this policy; and
 - (ii) Executed prior to the "bodily injury", "property damage" or "personal and advertising injury".
- (2) With respect to the insurance afforded the Additional Insured identified in Paragraph e. (1) of this endorsement, the following additional provisions apply:
- (a) This insurance applies only to liability arising out of the use of that portion of the premises while leased or rented to you for the specific "special event";
 - (b) The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the contract or agreement pertaining to the use of the premises or in the Declarations for this policy and subject to all of this policy's terms, conditions, and exclusions. The Limits of Insurance applicable to the Additional Insured are inclusive of, not in addition to, the Limits of Insurance shown in the Declarations.
 - (c) In no event shall the coverage or Limits of Insurance in this Coverage Form be increased by such contract or agreement.
 - (d) Coverage provided herein shall be considered excess over any other valid and collectible insurance available to the Additional Insured whether that other insurance is primary, excess, contingent, or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.
- (3) This insurance does not apply to:
- (a) Any "occurrence" or offense which takes place after you cease to be a tenant, licensee or occupant in the premises covered by this endorsement; or
 - (b) Any acts or "occurrences" caused by or attributable to the owner, manager, operator, or lessor of the premises upon which the "special event" is held.
- f. Additional Insured - Supervisors or Higher in Rank**
- (1) This policy is amended to include as insured any "employees" (hereinafter called Additional Insured), designated as supervisor or higher in rank, who are authorized by you to exercise direct or indirect supervision and control over "employees" and the manner in which work is performed, but only for acts within the scope of their employment by you or while performing duties related to the conduct of your business. However, none of these "employees" designated as supervisor or higher in rank, is an insured for:
- (a) "Bodily injury" or "personal injury":
 - (i) To you, to your partners or members (if you are a partnership or joint venture), or to your members (if you are a limited liability company);
 - (ii) For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in paragraph (a)(i) above; or
 - (iii) Arising out of his or her providing or failing to provide professional health care services.
 - (b) "Personal Injury":
 - (i) To a co-"employee" while in the course of his or her employment;
 - (ii) To the spouse, child, parent, brother or sister of that co-"employee" as a consequence of Paragraph (b)(i) above; or

(iii) For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in Paragraph (b)(i) or (b)(ii) above.

(c) "Property damage" to property:

(i) Owned, occupied or used by; or

(ii) Rented to, in the care, custody, or control of, or over which physical control is being exercised for any purpose by you, any of your "employees," any partner, or member (if you are a partnership or joint venture), or any member (if you are a limited liability company).

g. Additional Insured - LIMITATIONS

(1) The persons, entities, or organizations to which coverage is extended under Paragraphs a. (Athletic Activity Participants), b. (Contractual Obligations), c. (Funding Sources), d. (Managers or Lessors of Premises), and e. (Owner, Manager, Operator, or Lessor of "Special Events" Premises) are Additional Insureds, but only:

(a) With respect to each Additional Insured's vicarious liability for "actual damages" solely caused by you or by "your work" that is ongoing for such Additional Insured's supervision of "your work"; and

(b) If the Additional Insured did not cause or contribute to the "occurrence" or act resulting in liability.

(2) If an endorsement is attached to this policy and specifically names a person or organization as an Additional Insured, then the coverage extended under this paragraph **4. AUTOMATIC ADDITIONAL INSURED(S)** does not apply to that person, entity, or organization.

(3) The following is added to **Section V - Definitions**:

24. "Actual Damages" is to have its usual and customary legal meaning and excludes without limitation, punitive damages, restitution, penalties, and formula damages added to "actual damages" and any other enhanced damages.

(4) All other terms and conditions of this Coverage Part which are not inconsistent with this Paragraph h. apply to coverage extended to the above referenced Additional Insureds **REGARDLESS OF WHETHER OR NOT A COPY OF THIS COVERAGE PART AND/OR ITS ENDORSEMENTS ARE DELIVERED TO AN ADDITIONAL INSURED.**

L. BLANKET WAIVER OF SUBROGATION

Paragraph 8. under **Section IV - Commercial General Liability Conditions** is deleted and replaced with the following:

8. Transfer of Rights Of Recovery Against Others To Us And Blanket Waiver Of Subrogation

a. If an 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.

b. If required by written "insured contract," we waive any right of recovery we may have against any person or organization because of payments we make for injury or damage arising out of your ongoing operations or "your work" done under a contract for that person or organization and included in the "products-completed operations hazard."

M. PRIORITY OF APPLICATION FOR MULTIPLE INSURED

Section III - Limits Of Insurance is amended to add the following paragraph:

8. In the event a claim or "suit" is brought against more than one insured, due to "bodily injury" or "property damage" from the same "occurrence," or "personal injury," or "advertising injury," from the same offense, we will apply the Limits of Insurance in the following order:

a. You;

b. Your "executive officers," directors, "employees," and

c. Any other insureds in any order that we choose.

ALL OTHER TERMS AND CONDITIONS REMAIN UNCHANGED.

4. Other Insurance

If other valid and collectible insurance is available to the insured for a loss we cover under Coverages A or B of this Coverage Part, our obligations are limited as follows:

a. Primary Insurance

This insurance is primary except when Paragraph b. below applies. If this insurance is primary, our obligations are not affected unless any of the other insurance is also primary. Then, we will share with all that other insurance by the method described in Paragraph c. below.

b. Excess Insurance

(1) This insurance is excess over:

(a) Any of the other insurance, whether primary, excess, contingent or on any other basis:

(i) That is Fire, Extended Coverage, Builder's Risk, Installation Risk or similar coverage for "your work";

(ii) That is Fire insurance for premises rented to you or temporarily occupied by you with permission of the owner;

(iii) That is insurance purchased by you to cover your liability as a tenant for "property damage" to premises rented to you or temporarily occupied by you with permission of the owner; or

(iv) If the loss arises out of the maintenance or use of aircraft, "autos" or watercraft to the extent not subject to Exclusion g. of Section I - Coverage A - Bodily Injury And Property Damage Liability.

(b) Any other primary insurance available to you covering liability for damages arising out of the premises or operations, or the products and completed operations, for which you have been added as an additional insured.

(2) When this insurance is excess, we will have no duty under Coverages A or B to defend the insured against any "suit" if any other insurer has a duty to defend the insured against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the insured's rights against all those other insurers.

(3) When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:

(a) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and

(b) The total of all deductible and self-insured amounts under all that other insurance.

(4) We will share the remaining loss, if any, with any other insurance that is not described in this Excess Insurance provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage Part.

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.

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;

TECHNOLOGY INSURANCE COMPANY, INC.

[59 Maiden Lane, 43rd Floor
New York, NY 10038]

WORKERS' COMPENSATION
and
EMPLOYERS' LIABILITY INSURANCE POLICY

In Witness Whereof, we have caused this policy to be executed and attested.

[] []
[Stephen Ungar, Secretary] [Christopher H. Foy, President]

To obtain information, please contact your agent or Technology Insurance Company, Inc. at 877-528-7878. You may also write Technology Insurance Company, Inc. Consumer Relations at:

800 Superior Avenue East, 21st Floor
Cleveland, OH 44114

WC 99 00 00 B

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9872
Insurance Company	Technology Insurance Company, Inc.				

POLICYHOLDER NOTICE**CALIFORNIA WORKERS' COMPENSATION
INSURANCE RATING LAWS**

Pursuant to Section 11752.8 of the California Insurance Code, we are providing you with an explanation of the California workers' compensation rating laws.

1. We establish our own rates for workers' compensation. Our rates, rating plans, and related information are filed with the insurance commissioner and are open for public inspection.
2. The insurance commissioner can disapprove our rates, rating plans, or classifications only if he or she has determined after public hearing that our rates might jeopardize our ability to pay claims or might create a monopoly in the market. A monopoly is defined by law as a market where one insurer writes 20% or more of that part of the California workers' compensation insurance that is not written by the State Compensation Insurance Fund. If the insurance commissioner disapproves our rates, rating plans, or classifications, he or she may order an increase in the rates applicable to outstanding policies.
3. Rating organizations may develop pure premium rates that are subject to the insurance commissioner's approval. A pure premium rate reflects the anticipated cost and expenses of claims per \$100 of payroll for a given classification. Pure premium rates are advisory only, as we are not required to use the pure premium rates developed by any rating organization in establishing our own rates.
4. We must adhere to a single, uniform experience rating plan. If you are eligible for experience rating under the plan, we will be required to adjust your premium to reflect your claim history. A better claim history generally results in a lower experience rating modification; more claims, or more expensive claims, generally result in a higher experience rating modification. The uniform experience rating plan, which is developed by the insurance rating organization designated by the insurance commissioner, is subject to approval by the insurance commissioner.
5. A standard classification system, developed by the insurance rating organization designated by the insurance commissioner, is subject to approval by the insurance commissioner. The standard classification system is a method of recognizing and separating policyholders into industry or occupational groups according to their similarities and/or differences. We can adopt and apply the standard classification system or develop and apply our own classification system, provided we can report the payroll, expenses, and other costs of claims in a way that is consistent with the uniform statistical plan or the standard classification system.
6. Our rates and classifications may not violate the Unruh Civil Rights Act or be unfairly discriminatory.
7. We will provide an appeal process for you to appeal the way we rate your insurance policy. The process requires us to respond to your written appeal within 30 days. If you are not satisfied with the result of your appeal, you may appeal our decision to the insurance commissioner.

**California Workers' Compensation Insurance
Notice of Nonrenewal**

Section 11664 of the California Insurance Code requires us, in most instances, to provide you with a notice of nonrenewal. Except as specified in paragraphs 1 through 6 below, if we elect to nonrenew your policy, we are required to deliver or mail to you a written notice stating the reason or reasons for the nonrenewal of the policy. The notice is required to be sent to you no earlier than 120 days before the end of the policy period and no later than 30 days before the end of the policy period. If we fail to provide you the required notice, we are required to continue the coverage under the policy with no change in the premium rate until 60 days after we provide you with the required notice.

We are not required to provide you with a notice of nonrenewal in any of the following situations:

1. Your policy was transferred or renewed without a change in its terms or conditions or the rate on which the premium is based to another insurer or other insurers who are members of the same insurance group as us.
2. The policy was extended for 90 days or less and the required notice was given prior to the extension.
3. You obtained replacement coverage or agreed, in writing, within 60 days of the termination of the policy, to obtain that coverage.
4. The policy is for a period of no more than 60 days and you were notified at the time of issuance that it may not be renewed.
5. You requested a change in the terms or conditions or risks covered by the policy within 60 days prior to the end of the policy period.
6. We made a written offer to you to renew the policy at a premium rate increase of less than 25 percent.
 - (A) If the premium rate in your governing classification is to be increased 25 percent or greater and we intend to renew the policy, we shall provide a written notice of a renewal offer not less than 30 days prior to the policy renewal date. The governing classification shall be determined by the rules and regulations established in accordance with California Insurance Code Section 11750.3(c).
 - (B) For purposes of this Notice, "premium rate" means the cost of insurance per unit of exposure prior to the application of individual risk variations based on loss or expense considerations such as scheduled rating and experience rating.

This notice does not change the policy to which it is attached.

NOTICE REQUIRED BY LAW - CALIFORNIA

Since our offer to renew your coverage reflects a premium rate increase of 25 percent or more in your governing classification, California law (Insurance Code section 11664) requires us to send you a "notice of nonrenewal", even though we do intend to renew your policy. This constitutes the required notice. For purposes of this Notice, premium rate means the cost of insurance per unit of exposure prior to the application of individual risk variations based on loss or expense considerations such as scheduled rating and experience rating.

<p>Insured</p> <p>Policy No.</p>	<p>ACCELERATIO N BEHAVIORAL THERAPIES INC</p> <p>TWC4264325</p>	<p>Date of Notice</p> <p>Policy Period</p>	<p>6/21/2023</p> <p>6/21/2023 - 6/21/2024</p>
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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.)

<p>Endorsement Effective</p> <p>Insured</p> <p>Insurance Company</p>	<p>6/21/2023</p> <p>ACCELERATION BEHAVIORAL THERAPIES INC</p> <p>Technology Insurance Company, Inc.</p>	<p>Policy No. TWC4264325</p>	<p>Endorsement No. 0</p> <p>Premium \$ 9,872</p>
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Countersigned by _____

POLICYHOLDER NOTICE**CALIFORNIA INSURANCE GUARANTEE ASSOCIATION (CIGA) SURCHARGE**

Companies writing property and casualty insurance business in California are required to participate in the California Insurance Guarantee Association. If a company becomes insolvent, the California Insurance Guarantee Association settles unpaid claims and assesses each insurance company for its fair share.

California law requires all companies to surcharge policies to recover these assessments. If your policy is surcharged, "CA Surcharge" or "CA Surcharge (CIGA Surcharge)" with an amount will be displayed on your premium notice.

This notice does not change the policy to which it is attached.

**POLICYHOLDER NOTICE
YOUR RIGHT TO RATING AND DIVIDEND INFORMATION**

I. Information Available to You

A. Information Available from Us – Technology Insurance Company, Inc.

- (1) General questions regarding your policy should be directed to:

Technology Insurance Company, Inc.
800 Superior Ave. E., 21st Floor
Cleveland, OH 44114
(877) 528-7878
www.amtrustfinancial.com

- (2) **Dividend Calculation.** If this is a participating policy (a policy on which a dividend may be paid), upon payment or non-payment of a dividend, we shall provide a written explanation to you that sets forth the basis of the dividend calculation. The explanation will be in clear, understandable language and will express the dividend as a dollar amount and as a percentage of the earned premium for the policy year on which the dividend is calculated.
- (3) **Claims Information.** Pursuant to Sections 3761 and 3762 of the California Labor Code, you are entitled to receive information in our claim files that affects your premium. Copies of documents will be supplied at your expense during reasonable business hours.

For claims covered under this policy, we will estimate the ultimate cost of unsettled claims for statistical purposes eighteen months after the policy becomes effective and will report those estimates to the Workers' Compensation Insurance Rating Bureau of California (WCIRB) no later than twenty months after the policy becomes effective. The cost of any settled claims will also be reported at that time. At twelve-month intervals thereafter, we will update and report to the WCIRB the estimated cost of any unsettled claims and the actual final cost of any claims settled in the interim. The amounts we report will be used by the WCIRB to compute your experience modification if you are eligible for experience rating.

B. Information Available from the Workers' Compensation Insurance Rating Bureau of California

- (1) The WCIRB is a licensed rating organization and the California Insurance Commissioner's designated statistical agent. As such, the WCIRB is responsible for administering the *California Workers' Compensation Uniform Statistical Reporting Plan—7995* (USRP) and the *California Workers' Compensation Experience Rating Plan—7995* (ERP). WCIRB contact information is: WCIRB, 1901 Harrison Street, 17th Floor, Oakland, CA 94612, Attn: Customer Service; 888.229.2472 (phone); 415.778.7272 (fax); and customerservice@wcirb.com (email). The regulations contained in the USRP and ERP are available for public viewing through the WCIRB's website at wcirb.com.
- (2) **Policyholder Information.** Pursuant to California Insurance Code (CIC) Section 11752.6, upon written request, you are entitled to information relating to loss experience, claims, classification assignments, and policy contracts as well as rating plans, rating systems, manual rules, or other information impacting your premium that is maintained in the records of the WCIRB. Complaints and Requests for Action requesting policyholder information should be forwarded to: WCIRB, 1901 Harrison Street, 17th Floor, Oakland, CA 94612, Attn: Custodian of Records. The Custodian of Records can be reached at 415.777.0777 (phone) and 415.778.7272 (fax).
- (3) **Experience Rating Form.** Each experience rated risk may receive a single copy of its current Experience Rating Form/Worksheet free of charge by completing a Policyholder Experience Rating Worksheet Request Form on the WCIRB's website at wcirb.com/ratesheet. The Experience Rating Form/Worksheet will include a Loss-Free Rating, which is the experience modification that would have been calculated if \$0 (zero) actual losses were incurred during the experience period. This hypothetical rating calculation is provided for informational purposes only.

II. Dispute Process

You may dispute our actions or the actions of the WCIRB pursuant to CIC Sections 11737 and 11753.1.

A. Our Dispute Resolution Process.

If you are aggrieved by our decision adopting a change in a classification assignment that results in increased premium, or by the application of our rating system to your workers' compensation insurance, you may dispute these matters with us. If you are dissatisfied with the outcome of the initial dispute with us, you may send us a written Complaint and Request for Action as outlined below.

You may send us a written Complaint and Request for Action requesting that we reconsider a change in a classification assignment that results in an increased premium and/or requesting that we review the manner in which our rating system has been applied in connection with the insurance afforded or offered you. Written Complaints and Requests for Action should be forwarded to: **AmTrust North America, Inc., 17771 Cowan, Suite 100, Irvine, CA 92614, or Telephone: (877) 528-7878 or by email at: regulatorycompliance@amtrustgroup.com.**

After you send your Complaint and Request for Action, we have 30 days to send you a written notice indicating whether your written request will be reviewed. If we agree to review your request, we must conduct the review and issue a decision granting or rejecting your request within 60 days after sending you the written notice granting review. If we decline to review your

request, if you are dissatisfied with the decision upon review, or if we fail to grant or reject your request or issue a decision upon review, you may appeal to the Insurance Commissioner as described in paragraph II.C., below.

- B. Disputing the Actions of the WCIRB.** If you have been aggrieved by any decision, action, or omission to act of the WCIRB, you may request, in writing, that the WCIRB reconsider its decision, action, or omission to act. You may also request, in writing, that the WCIRB review the manner in which its rating system has been applied in connection with the insurance afforded or offered you. For requests related to classification disputes, the reporting of experience, or coverage issues, your initial request for review must be received by the WCIRB within 12 months after the expiration date of the policy to which the request for review pertains, except if the request involves the application of the Revision of Losses rule. For requests related to your experience modification, your initial request for review must be received by the WCIRB within 6 months after the issuance, or 12 months after the expiration date, of the experience modification to which the request for review pertains, whichever is later, except if the request for review involves the application of the Revision of Losses rule. If the request involves the Revision of Losses rule, the time to state your appeal may be longer. (See Section VI, Rule 7 of the ERP).

You may commence the review process by sending the WCIRB a written Inquiry. Written Inquiries should be sent to: **WCIRB, 1901 Harrison Street, 17th Floor, Oakland, CA 94612, Attn: Customer Service. Customer Service can be reached at 888.229.2472 (phone), 415.778.7272 (fax) and customerservice@wcirb.com (email).**

If you are dissatisfied with the WCIRB's decision upon an Inquiry, or if the WCIRB fails to respond within 90 days after receipt of the Inquiry, you may pursue the subject of the Inquiry by sending the WCIRB a written Complaint and Request for Action. After you send your Complaint and Request for Action, the WCIRB has 30 days to send you written notice indicating whether your written request will be reviewed. If the WCIRB agrees to review your request, it must conduct the review and issue a decision granting or rejecting your request within 60 days after sending you the written notice granting review. If the WCIRB declines to review your request, if you are dissatisfied with the decision upon review, or if the WCIRB fails to grant or reject your request or issue a decision upon review, you may appeal to the Insurance Commissioner as described in paragraph II.C., below. Written Complaints and Requests for Action should be forwarded to: **WCIRB, 1901 Harrison Street, 17th Floor, Oakland, CA 94612, Attn: Complaints and Reconsideration. The WCIRB's contact information is 888.229.2472 (phone), 415.371.5204 (fax) and customerservice@wcirb.com (email).**

- C. California Department of Insurance – Appeals to the Insurance Commissioner.** After you follow the appropriate dispute resolution process described above, if (1) we or the WCIRB decline to review your request, (2) you are dissatisfied with the decision upon review, or (3) we or the WCIRB fail to grant or reject your request or issue a decision upon review, you may appeal to the Insurance Commissioner pursuant to CIC Sections 11737, 11752.6, 11753.1 and Title 10, California Code of Regulations, Section 2509.40 et seq. You must file your appeal within 30 days after we or the WCIRB send you the notice rejecting review of your Complaint and Request for Action or the decision upon your Complaint and Request for Action. If no written decision regarding your Complaint and Request for Action is sent, your appeal must be filed within 120 days after you sent your Complaint and Request for Action to us or to the WCIRB. The filing address for all appeals to the Insurance Commissioner is:

Administrative Hearing Bureau
California Department of Insurance
1901 Harrison Street, 3rd Floor Mailroom
Oakland, CA 94612
415.538.4243

You have the right to a hearing before the Insurance Commissioner, and our action, or the action of the WCIRB, may be affirmed, modified or reversed.

III. Resources Available to You in Obtaining Information and Pursuing Disputes

- A. Policyholder Ombudsman.** Pursuant to California Insurance Code Section 11752.6, a policyholder ombudsman is available at the WCIRB to assist you in obtaining and evaluating the rating, policy, and claims information referenced in I.A. and I.B., above. The ombudsman may advise you on any dispute with us, the WCIRB, or on an appeal to the Insurance Commissioner pursuant to Section 11737 of the Insurance Code. The address of the policyholder ombudsman is WCIRB, 1901 Harrison Street, 17th Floor, Oakland, CA 94612, Attn: Policyholder Ombudsman. The policyholder ombudsman can be reached at 415.778.7159 (phone), 415.371.5288 (fax) and ombudsman@wcirb.com (email).
- B. California Department of Insurance – Information and Assistance.** Information and assistance on policy questions can be obtained from the Department of Insurance Consumer HOTLINE, 800.927.HELP (4357) or insurance.ca.gov. For questions and correspondence regarding appeals to the Administrative Hearing Bureau, see the contact information in paragraph II.C.

This notice does not change the policy to which it is attached.



April 27, 2023

Dear Policyholder,

In an effort to continue to provide AmTrust customers with a variety of billing options, we have updated our fee structure to help customers meet payment due dates, ensure that valid and properly funded payments are submitted, and provide an incentive for paid-in-full options.

Our updated fee structure is as follows:

Fee Title	Fee Amount	Description
Returned Payment Fee	\$25	A returned payment fee applied to any returned payment.
Late Fee	\$20	Late fee applied if payment not received on or before payment due date.
Installment Fee	\$15	A "paper" billing fee that is assessed for each mailed installment invoice. Excludes down payment and annual payment plans. Fee is billed at the account level.
Reinstatement Fee	\$50	Fee applied upon reinstatement of a non-payment cancellation.
EFT Fee	\$3	An "electronic" billing fee that is assessed for each ACH Direct Debit transaction. Fee is billed at the account level.

*Fee amount may vary by state and program of business

For policyholders who choose to pay their annual premium on installments, we plan to implement an installment fee, which will be displayed on your renewal invoice.

Thank you for your attention to this fee structure change. If you have any questions, feel free to contact our Customer Service Department at 877.528.7878.

We value you as a policyholder and appreciate the opportunity to serve you.

Sincerely,

AmTrust North America
Customer Service Department



AmTrust North America
An AmTrust Financial Company

ACCELERATION BEHAVIORAL THERAPIES INC
16501 Ventura Blvd. Suite 400
Encino, CA 91436

RE: Workers' Compensation Policy
Policy: TWC4264325
Payroll Company: ADP Insurance Services

Dear ACCELERATION BEHAVIORAL THERAPIES INC,

Thank you for choosing AmTrust PAYO (Pay-As-You-Owe) as your workers' compensation payment plan. PAYO provides you a way to pay your workers' compensation premium based on your actual reported payroll. Your payroll company will remit your payroll reports directly to AmTrust on your behalf. Please see the payroll company listed above. If it is not your current payroll provider, or you decide to change your payroll provider any time during the policy period, please notify us immediately at (855) 829-1948.

Below is a list of the classification codes currently on your workers' compensation policy, along with a description of each.

State	Class Code	Description of Operations	Estimated Annual Payroll	Net Rate
CA	8868	Colleges or Schools — private — academic professionals	\$618,000	0.016909

When assigning your employees to a specific classification code, please keep in mind that each classification code has a specific description of operations, as well as their own rate per \$100 of payroll. If your employees are not properly classified throughout the policy period, it will be corrected at audit and may create an additional premium amount due. Please contact your agent if you have any questions regarding the classification of your employees.

If an employee's duties span multiple class codes, i.e.: a bookkeeper who also bakes bread, place their entire payroll in the higher rated classification code.



AmTrust North America

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A few important things to keep in mind when using the AmTrust PAYO payment plan:

- 1) **PAYO does not eliminate the need for a Workers' Compensation policy audit.**
However, if the employees are coded correctly and the payroll reported properly, PAYO will greatly reduce the chance of any large premium difference at time of audit.
- 2) The **net rates** for your policy are calculated by AmTrust using the estimated annual payroll provided by you and your agent during the quoting process. It is important that you contact your agent immediately if your estimated annual premium shown above is incorrect, or if your payroll changes significantly during the policy period. Failure to do so will result in an inaccurate net rate factor causing a premium discrepancy, which will be captured at audit. If you notice your estimated annual payroll is either higher or lower than originally estimated, let your agent know so an endorsement request can be made to adjust your payroll and possibly your net rate.
- 3) **Owner/Officer Exemptions and Minimum Payroll Threshold:**
 - a. Owner/Officer exemptions - As rules vary by state. Business owners may need to file additional paperwork to exclude themselves from the policy.
 - b. Owner/Officer minimum and maximum payroll thresholds- These payroll threshold requirements vary by state. If Owner/Officers are "included" on the policy yet are not reported through payroll, the Owner/Officer premium will be collected based on the state minimum requirements at the time of audit.
- 4) If you use independent contractors or subcontractors be sure to obtain a copy of their workers' compensation certificate of insurance. Failure to provide these documents at the time of audit may result in additional premium due.

Please discuss these items with your insurance agent.

Sincerely,

Your AmTrust PAYO Team



Technology Insurance Company

An AmTrust Financial Company

California Short-Rate Cancellation Disclosure Notice IMPORTANT INFORMATION REGARDING YOUR POLICY

The policy for which you have applied contains a cancellation provision that permits us to refund premium on a basis other than pro rata when you cancel the policy. Under the policy for which you have applied, if you cancel the policy, your final premium will be calculated based on the time your policy was in force with us, using the percentage specified in the short-rate cancellation table listed below.

SHORT RATE CANCELLATION TABLE FOR A TERM OF ONE YEAR

Days Policy In Force	Percent of One Year Premium	Days Policy In Force	Percent of One Year Premium	Days Policy In Force	Percent of One Year Premium
1	5%	95- 98	37%	219-223	69%
2	6	99-102	38	224-228	70
3- 4	7	103-105	39	229-232	71
5- 6	8	106-109	40	233-237	72
7- 8	9	110-113	41	238-241	73
9-10	10	114-116	42	242-246 (8 mos.)	74
11-12	11	117-120	43	247-250	75
13-14	12	121-124 (4 mos.)	44	251-255	76
15-16	13	125-127	45	256-260	77
17-18	14	128-131	46	261-264	78
19-20	15	132-135	47	265-269	79
21-22	16	136-138	48	270-273 (9 mos.)	80
23-25	17	139-142	49	274-278	81
26-29	18	143-146	50	279-282	82
30-32 (1 mo.)	19	147-149	51	283-287	83
33-36	20	150-153 (5 mos.)	52	288-291	84
37-40	21	154-156	53	292-296	85
41-43	22	157-160	54	297-301	86
44-47	23	161-164	55	302-305 (10 mos.)	87
48-51	24	165-167	56	306-310	88
52-54	25	168-171	57	311-314	89
55-58	26	172-175	58	315-319	90
59-62 (2 mos.)	27	176-178	59	320-323	91
63-65	28	179-182 (6 mos.)	60	324-328	92
66-69	29	183-187	61	329-332	93
70-73	30	188-191	62	333-337 (11 mos.)	94
74-76	31	192-196	63	338-342	95
77-80	32	197-200	64	343-346	96
81-83	33	201-205	65	347-351	97
84-87	34	206-209	66	352-355	98
88-91 (3 mos.)	35	210-214 (7 mos.)	67	356-360	99
92-94	36	215-218	68	361-365 (12 mos.)	100

Thank you for placing your Workers' Compensation Coverage with AmTrust. For your convenience, we now offer electronic versions of our Claims Kits. Please see the instructions and FAQs below for more information.



Where's my claims kit?

All the States' Claims Kits are online for insured to download which contains all the necessary WC notices. Visit the Talispoint Direct Link at www.talispoint.com/amtrust/external/

- Click State Rules/Kits, choose corresponding state and open the PDF link to view and print.



I have an injured worker, how do I find a doctor?

We will provide completed Panel of Physicians for the 4 states that require a panel to be posted (CO, GA, PA & TN). We offer our online physician search for all other states.

There are 3 ways to access this information:

1. Visit the Talispoint Direct Link at www.talispoint.com/amtrust/external/
2. California MPN: www.talispoint.com/amtrust/calmpn/
3. Visit the AmTrust Financial Website at www.amtrustfinancial.com
 - Click Claims
 - Click Provider Directory or California MPN under "Find a Provider"
 - State specific laws for directing medical treatment are listed on the State Rules Tab
 - Search for physicians by Name, Address or Region



Where are my posting notices?

All states claim kits are available online, including applicable postings. There are 4 states (CO, CT, FL & MD) we cannot place online. For these states, we will mail additional posting notices to the main address on the policy.



I have a question about my claims kit, posting notice, panel or accessing the website's physician searches, who do I contact?

You may send an email to clientservices@amtrustgroup.com Please make sure to include your policy number along with your request.



I have a question about a claim or injured worker, who do I contact?

Customer Service can direct you to the appropriate person. Please contact them at 888-239-3909.



AmTrust North America

An AmTrust Financial Company

Reporte De Reclamo Gratuito 24/7

Para todos los Estados - Demanda Informes Sólo

Teléfono: (866) 272-9267

Fax: (775) 908-3724 o (877) 669-9140

Correo electrónico: Amtrustclaims@qrm-inc.com

En línea: www.amtrustfinanciam.com (deben registrarse)

Información necesaria para todos los reclamos registrados.

1. Nombre de la cantidad asegurada y la política
2. Fecha, hora y lugar del accidente
3. Descripción del accidente o incidente
4. Nombre, teléfono y/o correo electrónico de la persona que hace el informe

Información adicional requerida para los tipos de demanda específica

A. Para la compensación

1. Debe tener número de seguro social del empleado lesionado como es requerido por la ley

2. Descripción de la lesión

B. Para reclamos de propiedad

1. Dirección física de la pérdida
2. Si más de un edificio en propiedad debe tener edificios específicos involucrados
3. Tipo de pérdida, es decir, incendio, robo, etc.
4. Descripción de la pérdida o daño

C. Para reclamaciones de vehículos de Motor (Auto)

1. Nombre, dirección e información de contacto de **todas** las partes involucradas.
2. Marca, modelo y VIN del vehículo asegurado
3. Marca, modelo de todos los otros vehículos involucrados
4. Ubicación actual de todos los vehículos
5. Nombre y datos de contacto **para cada conductor y todos los pasajeros**
6. Nombre y datos de contacto de cualquier testigo conocido

D. Para las demandas de responsabilidad General

1. Dirección física de donde se produjo la pérdida
2. Nombre, dirección e información de contacto para todas las personas que lesiones o daños
3. Nombre y datos de contacto de cualquier testigo conocido

PARA PREGUNTAS GENERALES DE RECLAMACIÓN, LLAME AL 888-239-3909



AmTrust North America

An AmTrust Financial Company

Provide 24/7 Toll-Free Claim Reporting

For ALL States

Phone: (866) 272-9267

Fax: (775) 908-3724 or (877) 669-9140

Email: Amtrustclaims@qrm-inc.com

Online: www.amtrustfinancial.com (Must Register)

Information Required for All Claims reported.

1. Name of the insured and policy number
2. Date, Time & Place of Accident
3. Description of accident or incident
4. Name, phone and/or e-mail of person making the report

Additional Information Required for Specific Claim Types

A. For Workers' Compensation

1. **MUST have the injured employee's social security number as it is required by law**
2. Description of injury

B. For Property Claims

1. Physical address of the loss
2. If more than one building on property must have specific building(s) involved
3. Type of loss, i.e., Fire, Theft, etc.
4. Description of loss or damage

C. For Motor Vehicle (Auto) Claims

1. Name, address and contact information of **ALL** parties involved.
2. Make, model and VIN of the insured vehicle
3. Make, model of all other vehicles involved
4. Current location of all vehicles
5. Name and contact information **for each driver and all passengers**
6. Name and contact information any known witnesses

D. For General Liability Claims

1. Physical address of where the loss occurred
2. Name, address and contact information for all persons claiming injury or damage
3. Name and contact information any known witnesses

Technology Insurance Company, Inc.
A Stock Insurance Company

WORKERS COMPENSATION
 AND EMPLOYERS LIABILITY
 INSURANCE POLICY

WC 99 00 01 E
 1 of 5
 INFORMATION PAGE

Ncci Code: 39071

1. Insured:

ACCELERATION BEHAVIORAL THERAPIES INC
 16501 Ventura Blvd. Suite 400
 Encino, CA 91436

Policy Number: TWC4264325

Other workplaces not shown above:

None

Individual Partnership

Corporation or _____

Producer:

ADP Insurance Services (NJ)
 1 ADP Blvd., M/S 625
 Roseland, NJ 07068

Federal Tax ID: 831847055

Risk Id:

Renewal of: TWC4126471

2. The policy period is from 6/21/2023 to 6/21/2024 12:01 a.m. at the insured's mailing address.

3. A. Workers Compensation Insurance: Part One of the policy applies to the Workers Compensation Law of the states listed here: California

B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in item 3.A.

The limits of our liability under Part Two are:

State	Bodily Injury by Accident	Bodily Injury by Disease	Bodily Injury by Disease
	\$1,000,000 each accident	\$1,000,000 policy limit	\$1,000,000 each employee

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:

All states except ND, OH, WA, WY and State(s) Designated in Item 3A.

D. This policy includes these endorsements and schedules: See Extension of Information Page

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

See Extension of Information Page

TOTAL ESTIMATED ANNUAL PREMIUM **9,872**

STATE ASSESSMENT **578**

TOTAL ESTIMATED COST **10,450**

Minimum Premium 500

Issue Date: 4/27/2023

Countersigned by: _____
 Authorized Representative

Insured: ACCELERATION BEHAVIORAL THERAPIES INC

Policy Number: TWC4264325

EXTENSION OF INFORMATION PAGE FOR ITEM #1
ITEM 1: NAMED INSURED and WORKPLACES

NAMED INSURED: ACCELERATION BEHAVIORAL THERAPIES INC Fein: 831847055

WORKPLACES: Location Number 1.
16501 Ventura Blvd. Suite 400
Encino, CA 91436

Insured: ACCELERATION BEHAVIORAL THERAPIES INC

Policy Number: TWC4264325

EXTENSION OF INFORMATION PAGE FOR ITEM #3.D
ITEM 3.D: ENDORSEMENT SCHEDULE

State	Form Number	Description
	WC000000C	WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
	WC990001C	DECLARATIONS PAGE
CA	34-2005 1008	CA Important Notice
	WC000406A	PREMIUM DISCOUNT ENDORSEMENT
	WC000421E	Catastrophe (Other Than Certified Acts of Terrorism) Premium Endorsement
	WC000422C	TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT
CA	WC040301D	POLICY AMENDATORY ENDORSEMENT CALIFORNIA
CA	WC040303C	OFFICERS AND DIRECTORS COVERAGE/EXCLUSION CALIFORNIA
CA	WC040310	CA DUTY TO DEFEND
CA	WC040360B	EMPLOYERS' LIABILITY COVERAGE AMENDATORY ENDORSEMENT - CALIFORNIA
CA	WC040421	CA OPTIONAL PREMIUM INCREASE ENDORSEMENT
CA	WC040601B	CALIFORNIA CANCELATION ENDORSEMENT

Insured: ACCELERATION BEHAVIORAL THERAPIES INC

Policy Number: TWC4264325

**EXTENSION OF INFORMATION PAGE FOR ITEM #4
ITEM 4: SCHEDULE OF PREMIUMS**

Classifications	# of Emps	Code No.	Premium Basis Total Estimated Annual Remuneration	Rate Per \$100 of Remun.	Estimated Annual Premium
California					
Colleges or Schools — private — academic professionals	25	8868	618,000	1.60	9,888
Manual Premium					9,888
Total Manual Premium					9,888
Total Premium Subject To Experience Modification					9,888
Experience Modification N/A					9,888
Renewal Credit: 2%					-198
Premium Discount 1.7%		0063			-165
Terrorism 3%		9740			185
Catastrophe (other than Terrorism) 1%		9741			62
Expense Constant		0900			100
Total CA Premium					9,872
WCARF 2.5208%		9999			249
UEBTF 0.1372%		9999			14
SIBTF 1.3703%		9999			135
OSHAF 0.6572%		9999			65
LECF 0.7011%		9999			69
FRAUD 0.4679%		9999			46
Total CA Cost					10,450
TOTAL ESTIMATED ANNUAL PREMIUM					9,872
STATE ASSESSMENT					578
TOTAL COST					10,450

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE
POLICY

INFORMATION PAGE

Insured: ACCELERATION BEHAVIORAL THERAPIES INC

Policy Number: TWC4264325

PAYMENT SCHEDULE

Statement Closing Date	Payment Due Date	Description	Amount Due
	8/10/2023	Pay Period 1 of 12	\$1,397.00
	9/10/2023	Pay Period 2 of 12	\$823.00
	10/10/2023	Pay Period 3 of 12	\$823.00
	11/10/2023	Pay Period 4 of 12	\$823.00
	12/10/2023	Pay Period 5 of 12	\$823.00
	1/10/2024	Pay Period 6 of 12	\$823.00
	2/10/2024	Pay Period 7 of 12	\$823.00
	3/10/2024	Pay Period 8 of 12	\$823.00
	4/10/2024	Pay Period 9 of 12	\$823.00
	5/10/2024	Pay Period 10 of 12	\$823.00
	6/10/2024	Pay Period 11 of 12	\$823.00
	7/10/2024	Pay Period 12 of 12	\$823.00
			<hr/> Total Cost \$10,450.00

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

In return for the payment of the premium and subject to all terms of this policy, we agree with you as follows:

GENERAL SECTION**A. The Policy**

This policy includes at its effective date the Information Page and all endorsements and schedules listed there. It is a contract of insurance between you (the employer named in Item 1 of the Information Page) and us (the insurer named on the Information Page). The only agreements relating to this insurance are stated in this policy. The terms of this policy may not be changed or waived except by endorsement issued by us to be part of this policy.

B. Who is Insured

You are insured if you are an employer named in Item 1 of the Information Page. If that employer is a partnership, and if you are one of its partners, you are insured, but only in your capacity as an employer of the partnership's employees.

C. Workers Compensation Law

Workers Compensation Law means the workers or workmen's compensation law and occupational disease law of each state or territory named in Item 3.A. of the Information Page. It includes any amendments to that law which are in effect during the policy period. It does not include any federal workers or workmen's compensation law, any federal occupational disease law or the provisions of any law that provide nonoccupational disability benefits.

D. State

State means any state of the United States of America, and the District of Columbia.

E. Locations

This policy covers all of your workplaces listed in Items 1 or 4 of the Information Page; and it covers all other workplaces in Item 3.A. states unless you have other insurance or are self-insured for such workplaces.

**PART ONE
WORKERS COMPENSATION INSURANCE****A. How This Insurance Applies**

This workers compensation insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. Bodily injury by accident must occur during the policy period.
2. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

B. We Will Pay

We will pay promptly when due the benefits required of you by the workers compensation law.

C. We Will Defend

We have the right and duty to defend at our expense any claim, proceeding or suit against you for benefits payable by this insurance. We have the right to investigate and settle these claims, proceedings or suits.

We have no duty to defend a claim, proceeding or suit that is not covered by this insurance.

D. We Will Also Pay

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;
2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the amount payable under this insurance;
3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

E. Other Insurance

We will not pay more than our share of benefits and costs covered by this insurance and other

(Ed. 1-15)

insurance or self-insurance. Subject to any limits of liability that may apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance will be equal until the loss is paid.

F. Payments You Must Make

You are responsible for any payments in excess of the benefits regularly provided by the workers compensation law including those required because:

1. of your serious and willful misconduct;
2. you knowingly employ an employee in violation of law;
3. you fail to comply with a health or safety law or regulation; or
4. you discharge, coerce or otherwise discriminate against any employee in violation of the workers compensation law.

If we make any payments in excess of the benefits regularly provided by the workers compensation law on your behalf, you will reimburse us promptly.

G. Recovery From Others

We have your rights, and the rights of persons entitled to the benefits of this insurance, to recover our payments from anyone liable for the injury. You will do everything necessary to protect those rights for us and to help us enforce them.

H. Statutory Provisions

These statements apply where they are required by law.

1. As between an injured worker and us, we have notice of the injury when you have notice.
2. Your default or the bankruptcy or insolvency of you or your estate will not relieve us of our duties under this insurance after an injury occurs.
3. We are directly and primarily liable to any person entitled to the benefits payable by this insurance. Those persons may enforce our duties; so may an agency authorized by law. Enforcement may be against us or against you and us.
4. Jurisdiction over you is jurisdiction over us for purposes of the workers compensation law. We are bound by decisions against you under that law, subject to the provisions of this policy that are not in conflict with that law.
5. This insurance conforms to the parts of the

workers compensation law that apply to:

- a. benefits payable by this insurance;
- b. special taxes, payments into security or other special funds, and assessments payable by us under that law.

6. Terms of this insurance that conflict with the workers compensation law are changed by this statement to conform to that law.

Nothing in these paragraphs relieves you of your duties under this policy.

PART TWO

EMPLOYERS LIABILITY INSURANCE

A. How This Insurance Applies

This employers liability insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. The bodily injury must arise out of and in the course of the injured employee's employment by you.
2. The employment must be necessary or incidental to your work in a state or territory listed in Item 3.A. of the Information Page.
3. Bodily injury by accident must occur during the policy period.
4. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.
5. If you are sued, the original suit and any related legal actions for damages for bodily injury by accident or by disease must be brought in the United States of America, its territories or possessions, or Canada.

B. We Will Pay

We will pay all sums that you legally must pay as damages because of bodily injury to your employees, provided the bodily injury is covered by this Employers Liability Insurance.

The damages we will pay, where recovery is permitted by law, include damages:

1. For which you are liable to a third party by reason of a claim or suit against you by that third party to recover the damages claimed against

such third party as a result of injury to your employee;

2. For care and loss of services; and
3. For consequential bodily injury to a spouse, child, parent, brother or sister of the injured employee; provided that these damages are the direct consequence of bodily injury that arises out of and in the course of the injured employee's employment by you; and
4. Because of bodily injury to your employee that arises out of and in the course of employment, claimed against you in a capacity other than as employer.

C. Exclusions

This insurance does not cover:

1. Liability assumed under a contract. This exclusion does not apply to a warranty that your work will be done in a workmanlike manner;
2. Punitive or exemplary damages because of bodily injury to an employee employed in violation of law;
3. Bodily injury to an employee while employed in violation of law with your actual knowledge or the actual knowledge of any of your executive officers;
4. Any obligation imposed by a workers compensation, occupational disease, unemployment compensation, or disability benefits law, or any similar law;
5. Bodily injury intentionally caused or aggravated by you;
6. Bodily injury occurring outside the United States of America, its territories or possessions, and Canada. This exclusion does not apply to bodily injury to a citizen or resident of the United States of America or Canada who is temporarily outside these countries;
7. Damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, discrimination against or termination of any employee, or any personnel practices, policies, acts or omissions;
8. Bodily injury to any person in work subject to the Longshore and Harbor Workers' Compensation Act (33 U.S.C. Sections 901 et seq.), the Nonappropriated Fund Instrumentalities Act (5 U.S.C. Sections 8171 et seq.), the Outer Continental Shelf Lands Act (43 U.S.C. Sections 1331 et seq.), the Defense Base Act (42 U.S.C. Sections 1651-1654), the Federal Mine Safety and Health Act (30 U.S.C. Sections 801 et seq. and 901-944), any other federal workers or workmen's compensation law or other federal occupational disease law, or any amendments to these laws;

9. Bodily injury to any person in work subject to the Federal Employers' Liability Act (45 U.S.C. Sections 51 et seq.), any other federal laws obligating an employer to pay damages to an employee due to bodily injury arising out of or in the course of employment, or any amendments to those laws;
10. Bodily injury to a master or member of the crew of any vessel, and does not cover punitive damages related to your duty or obligation to provide transportation, wages, maintenance, and cure under any applicable maritime law;
11. Fines or penalties imposed for violation of federal or state law; and
12. Damages payable under the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. Sections 1801 et seq.) and under any other federal law awarding damages for violation of those laws or regulations issued thereunder, and any amendments to those laws.

D. We Will Defend

We have the right and duty to defend, at our expense, any claim, proceeding or suit against you for damages payable by this insurance. We have the right to investigate and settle these claims, proceedings and suits.

We have no duty to defend a claim, proceeding or suit that is not covered by this insurance. We have no duty to defend or continue defending after we have paid our applicable limit of liability under this insurance.

E. We Will Also Pay

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding, or suit we defend:

1. Reasonable expenses incurred at our request, but not loss of earnings;
2. Premiums for bonds to release attachments and for appeal bonds in bond amounts up to the limit of our liability under this insurance;
3. Litigation costs taxed against you;
4. Interest on a judgment as required by law until we offer the amount due under this insurance; and
5. Expenses we incur.

(Ed. 1-15)

F. Other Insurance

We will not pay more than our share of damages and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance and self-insurance will be equal until the loss is paid.

G. Limits of Liability

Our liability to pay for damages is limited. Our limits of liability are shown in Item 3.B. of the Information Page. They apply as explained below.

1. **Bodily Injury by Accident.** The limit shown for "bodily injury by accident—each accident" is the most we will pay for all damages covered by this insurance because of bodily injury to one or more employees in any one accident.

A disease is not bodily injury by accident unless it results directly from bodily injury by accident.

2. **Bodily Injury by Disease.** The limit shown for "bodily injury by disease—policy limit" is the most we will pay for all damages covered by this insurance and arising out of bodily injury by disease, regardless of the number of employees who sustain bodily injury by disease. The limit shown for "bodily injury by disease—each employee" is the most we will pay for all damages because of bodily injury by disease to any one employee.

Bodily injury by disease does not include disease that results directly from a bodily injury by accident.

3. We will not pay any claims for damages after we have paid the applicable limit of our liability under this insurance.

H. Recovery From Others

We have your rights to recover our payment from anyone liable for an injury covered by this insurance. You will do everything necessary to protect those rights for us and to help us enforce them.

I. Actions Against Us

There will be no right of action against us under this insurance unless:

1. You have complied with all the terms of this policy; and

2. The amount you owe has been determined with our consent or by actual trial and final judgment.

This insurance does not give anyone the right to add us as a defendant in an action against you to determine your liability. The bankruptcy or insolvency of you or your estate will not relieve us of our obligations under this Part.

PART THREE**OTHER STATES INSURANCE****A. How This Insurance Applies**

1. This other states insurance applies only if one or more states are shown in Item 3.C. of the Information Page.
2. If you begin work in any one of those states after the effective date of this policy and are not insured or are not self-insured for such work, all provisions of the policy will apply as though that state were listed in Item 3.A. of the Information Page.
3. We will reimburse you for the benefits required by the workers compensation law of that state if we are not permitted to pay the benefits directly to persons entitled to them.
4. If you have work on the effective date of this policy in any state not listed in Item 3.A. of the Information Page, coverage will not be afforded for that state unless we are notified within thirty days.

B. Notice

Tell us at once if you begin work in any state listed in Item 3.C. of the Information Page.

PART FOUR**YOUR DUTIES IF INJURY OCCURS**

Tell us at once if injury occurs that may be covered by this policy. Your other duties are listed here.

1. Provide for immediate medical and other services required by the workers compensation law.
2. Give us or our agent the names and addresses of the injured persons and of witnesses, and other information we may need.
3. Promptly give us all notices, demands and legal

papers related to the injury, claim, proceeding or suit.

4. Cooperate with us and assist us, as we may request, in the investigation, settlement or defense of any claim, proceeding or suit.
5. Do nothing after an injury occurs that would interfere with our right to recover from others.
6. Do not voluntarily make payments, assume obligations or incur expenses, except at your own cost.

PART FIVE PREMIUM

A. Our Manuals

All premium for this policy will be determined by our manuals of rules, rates, rating plans and classifications. We may change our manuals and apply the changes to this policy if authorized by law or a governmental agency regulating this insurance.

B. Classifications

Item 4 of the Information Page shows the rate and premium basis for certain business or work classifications. These classifications were assigned based on an estimate of the exposures you would have during the policy period. If your actual exposures are not properly described by those classifications, we will assign proper classifications, rates and premium basis by endorsement to this policy.

C. Remuneration

Premium for each work classification is determined by multiplying a rate times a premium basis. Remuneration is the most common premium basis. This premium basis includes payroll and all other remuneration paid or payable during the policy period for the services of:

1. all your officers and employees engaged in work covered by this policy; and
2. all other persons engaged in work that could make us liable under Part One (Workers Compensation Insurance) of this policy. If you do not have payroll records for these persons, the contract price for their services and materials may be used as the premium basis. This paragraph 2 will not apply if you give us proof that the employers of these persons lawfully secured their workers compensation obligations.

D. Premium Payments

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid.

E. Final Premium

The premium shown on the Information Page, schedules, and endorsements is an estimate. The final premium will be determined after this policy ends by using the actual, not the estimated, premium basis and the proper classifications and rates that lawfully apply to the business and work covered by this policy. If the final premium is more than the premium you paid to us, you must pay us the balance. If it is less, we will refund the balance to you. The final premium will not be less than the highest minimum premium for the classifications covered by this policy.

If this policy is canceled, final premium will be determined in the following way unless our manuals provide otherwise:

1. If we cancel, final premium will be calculated pro rata based on the time this policy was in force. Final premium will not be less than the pro rata share of the minimum premium.
2. If you cancel, final premium will be more than pro rata; it will be based on the time this policy was in force, and increased by our short-rate cancellation table and procedure. Final premium will not be less than the minimum premium.

F. Records

You will keep records of information needed to compute premium. You will provide us with copies of those records when we ask for them.

G. Audit

You will let us examine and audit all your records that relate to this policy. These records include ledgers, journals, registers, vouchers, contracts, tax reports, payroll and disbursement records, and programs for storing and retrieving data. We may conduct the audits during regular business hours during the policy period and within three years after the policy period ends. Information developed by audit will be used to determine final premium. Insurance rate service organizations have the same rights we have under this provision.

(Ed. 1-15)

**PART SIX
CONDITIONS****A. Inspection**

We have the right, but are not obliged to inspect your workplaces at any time. Our inspections are not safety inspections. They relate only to the insurability of the workplaces and the premiums to be charged. We may give you reports on the conditions we find. We may also recommend changes. While they may help reduce losses, we do not undertake to perform the duty of any person to provide for the health or safety of your employees or the public. We do not warrant that your workplaces are safe or healthful or that they comply with laws, regulations, codes or standards. Insurance rate service organizations have the same rights we have under this provision.

B. Long Term Policy

If the policy period is longer than one year and sixteen days, all provisions of this policy will apply as though a new policy were issued on each annual anniversary that this policy is in force.

C. Transfer of Your Rights and Duties

Your rights or duties under this policy may not be transferred without our written consent.

If you die and we receive notice within thirty days after your death, we will cover your legal representative as insured.

D. Cancellation

1. You may cancel this policy. You must mail or deliver advance written notice to us stating when the cancellation is to take effect.
2. We may cancel this policy. We must mail or deliver to you not less than ten days advance written notice stating when the cancellation is to take effect. Mailing that notice to you at your mailing address shown in Item 1 of the Information Page will be sufficient to prove notice.
3. The policy period will end on the day and hour stated in the cancellation notice.
4. Any of these provisions that conflict with a law that controls the cancellation of the insurance in this policy is changed by this statement to comply with the law.

E. Sole Representative

The insured first named in Item 1 of the Information Page will act on behalf of all insureds to change this policy, receive return premium, and give or receive notice of cancellation.

IMPORTANT NOTICE
CALIFORNIA WORKERS COMPENSATION
REGARDING YOUR INSURANCE POLICY

This policy, including all endorsements or riders forming a part thereof, constitutes the entire contract of insurance. No condition, provision, agreement, or understanding not set forth in the policy or in such endorsement or rider shall affect such contract or any rights, duties, or privileges arising therefrom.

PREMIUM DISCOUNT ENDORSEMENT

The premium for this policy and the policies, if any, listed in Item 3 of the Schedule may be eligible for a discount. This endorsement shows your estimated discount in Items 1 or 2 of the Schedule. The final calculation of premium discount will be determined by our manuals and your premium basis as determined by audit. Premium subject to retrospective rating is not subject to premium discount.

Schedule

1. **State**

Estimated Eligible Premium

	First	Next	Next	
California	\$5,000 0%	\$95,000 3.5%	\$400,000 5%	Balance 7%

2. Average percentage discount: 1.7 %

3. Other policies:

4. If there are no entries in Items 1, 2 and 3 of the Schedule, see the Premium Discount Endorsement attached to your policy number:

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 6/21/2023 Policy No. TWC4264325 Endorsement No. 0
 Insured ACCELERATION BEHAVIORAL THERAPIES INC Premium \$ 9,872
 Insurance Company Technology Insurance Company, Inc.

Countersigned by _____

CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT

This endorsement is notification that your insurance carrier is charging premium to cover the losses that may occur in the event of a Catastrophe (Other Than Certified Acts of Terrorism) as that term is defined below. Your policy provides coverage for workers compensation losses caused by a Catastrophe (Other Than Certified Acts of Terrorism). This premium charge does not provide funding for Certified Acts of Terrorism contemplated under the Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement (WC 00 04 22 C), attached to this policy

For purposes of this endorsement, the following definitions apply:

- Catastrophe (Other Than Certified Acts of Terrorism): Any single event, resulting from an Earthquake, Noncertified Act of Terrorism, or Catastrophic Industrial Accident, which results in aggregate workers compensation losses in excess of \$50 million
- Earthquake: The shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.
- Noncertified Act of Terrorism: An event that is not certified as an Act of Terrorism by the Secretary of the Treasury pursuant to the Terrorism Risk Insurance Act of 2002 (as amended) but that meets all of the following criteria:
 - a. It is an act that is violent or dangerous to human life, property, or infrastructure;
 - b. The act results in damage within the United States, or outside of the United States in the case of the premises of United States missions or air carriers or vessels as those terms are defined in the Terrorism Risk Insurance Act of 2002 (as amended); and
 - c. It is an act that has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.
- Catastrophic Industrial Accident: A chemical release, large explosion, or small blast that is localized in nature and affects workers in a small perimeter the size of a building.

The premium charge for the coverage your policy provides for workers compensation losses caused by a Catastrophe (Other Than Certified Acts of Terrorism) is shown in Item 4 of the Information Page or in the Schedule below.

State	Schedule Rate	Premium
CA	0.010	\$62.00

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9,872
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT

This endorsement addresses the requirements of the Terrorism Risk Insurance Act of 2002 as amended and extended by the Terrorism Risk Insurance Program Reauthorization Act of 2019. It serves to notify you of certain limitations under the Act, and that your insurance carrier is charging premium for losses that may occur in the event of an Act of Terrorism.

Your policy provides coverage for workers compensation losses caused by Acts of Terrorism, including workers compensation benefit obligations dictated by state law. Coverage for such losses is still subject to all terms, definitions, exclusions, and conditions in your policy, and any applicable federal and/or state laws, rules, or regulations.

Definitions

The definitions provided in this endorsement are based on and have the same meaning as the definitions in the Act. If words or phrases not defined in this endorsement are defined in the Act, the definitions in the Act will apply.

"Act" means the Terrorism Risk Insurance Act of 2002, which took effect on November 26, 2002, and any amendments thereto, including any amendments resulting from the Terrorism Risk Insurance Program Reauthorization Act of 2019.

"Act Of Terrorism" means any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States, as meeting all of the following requirements:

- a. The act is an act of terrorism.
- b. The act is violent or dangerous to human life, property, or infrastructure.
The act resulted in damage within the United States, or outside of the United States in the case of the premises of United States missions or certain air carriers or vessels.
- c. States missions or certain air carriers or vessels.
The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.
- d. States or to influence the policy or affect the conduct of the United States Government by coercion.

"Insured Loss" means any loss resulting from an act of terrorism (and, except for Pennsylvania, including an act of war, in the case of workers compensation) that is covered by primary or excess property and casualty insurance issued by an insurer if the loss occurs in the United States or at the premises of United States missions or to certain air carriers or vessels.

"Insurer Deductible" means, for the period beginning on January 1, 2021, and ending on December 31, 2027, an amount equal to 20% of our direct earned premiums during the immediately preceding calendar year.

Limitation of Liability

The Act limits our liability to you under this policy. If aggregate Insured Losses exceed \$100,000,000,000 in a calendar year and if we have met our Insurer Deductible, we are not liable for the payment of any portion of the amount of Insured Losses that exceeds \$100,000,000,000; and for aggregate Insured Losses up to \$100,000,000,000, we will pay only a pro rata share of such Insured Losses as determined by the Secretary of the Treasury.

Policyholder Disclosure Notice

1. Insured Losses would be partially reimbursed by the United States Government. If the aggregate industry Insured Losses occurring in any calendar year exceed \$200,000,000, the United States Government would pay 80% of our Insured Losses that exceed our Insurer Deductible.
2. Notwithstanding item 1 above, the United States Government will not make any payment under the Act for any portion of Insured Losses that exceed \$100,000,000,000.
3. The premium charge for the coverage your policy provides for Insured Losses is included in the amount shown in Item 4 of the Information Page or in the Schedule below.

	Schedule	
State	Rate	Premium
CA	0.03	\$185.00

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9,872
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

POLICY AMENDATORY ENDORSEMENT—CALIFORNIA

It is agreed that, anything in the policy to the contrary notwithstanding, such insurance as is afforded by this policy by reason of the designation of California in Item 3 of the Information Page is subject to the following provisions:

1. **Minors Illegally Employed – Not Insured.** This policy does not cover liability for additional compensation imposed on you under Section 4557, Division IV, Labor Code of the State of California, by reason of injury to an employee under sixteen years of age and illegally employed at the time of injury.
2. **Punitive or Exemplary Damages – Uninsurable.** This policy does not cover punitive or exemplary damages where insurance of liability therefor is prohibited by law or contrary to public policy.
3. **Increase in Indemnity Payment – Reimbursement.** You are obligated to reimburse us for the amount of increase in indemnity payments made pursuant to Subdivision (d) of Section 4650 of the California Labor Code, if the late indemnity payment which gives rise to the increase in the amount of payment is due less than seven (7) days after we receive the completed claim form from you. You are obligated to reimburse us for any increase in indemnity payments not covered under this policy and will reimburse us for any increase in indemnity payment not covered under the policy when the aggregate total amount of the reimbursement payments paid in a policy year exceeds one hundred dollars (\$100).

If we notify you in writing, within 30 days of the payment, that you are obligated to reimburse us, we will bill you for the amount of increase in indemnity payment and collect it no later than the final audit. You will have 60 days, following notice of the obligation to reimburse, to appeal the decision of the insurer to the Department of Insurance.

4. **Application of Policy.** Part One, "Workers Compensation Insurance", A, "How This Insurance Applies", is amended to read as follows:

This workers compensation insurance applies to bodily injury by accident or disease, including death resulting therefrom. Bodily injury by accident must occur during the policy period. Bodily injury by disease must be caused or aggravated by the conditions of your employment. Your employee's exposure to those conditions causing or aggravating such bodily injury by disease must occur during the policy period.

5. **Rate Changes.** The premium and rates with respect to the insurance provided by this policy by reason of the designation of California in Item 3 of the Information Page are subject to change if ordered by the Insurance Commissioner of the State of California pursuant to Section 11737 of the California Insurance Code.
6. **Long Term Policy.** If this policy is written for a period longer than one year, all the provisions of this policy shall apply separately to each consecutive twelve-month period or, if the first or last consecutive period is less than twelve months, to such period of less than twelve months, in the same manner as if a separate policy had been written for each consecutive period.
7. **Statutory Provision.** Your employee has a first lien upon any amount which becomes owing to you by us on account of this policy, and in the case of your legal incapacity or inability to receive the money and pay it to the claimant, we will pay it directly to the claimant.
8. Part Five, "Premium", E, "Final Premium", is amended to read as follows:

The premium shown on the Information Page, schedules, and endorsements is an estimate. The final premium will be determined after this policy ends by using the actual, not the estimated, premium basis and the proper classifications and rates that lawfully apply to the business and work covered by this policy. If the final premium is more than the premium you paid to us, you must pay us the balance. If it is less, we will refund the balance to you. The final premium will not be less than the highest minimum premium for the classifications covered by this policy.

If this policy is canceled, final premium will be determined in the following way unless our manuals provide otherwise:

- a. If we cancel, final premium will be calculated pro rata based on the time this policy was in force. Final premium will not be less than the pro rata share of the minimum premium.
- b. If you cancel, final premium may be more than pro rata; it will be based on the time this policy was in force, and may be increased by our short-rate cancellation table and procedure. Final premium will not be less than the pro rata share of the minimum premium.

It is further agreed that this policy, including all endorsements forming a part thereof, constitutes the entire contract of insurance. No condition, provision, agreement, or understanding not set forth in this policy or such endorsements shall affect such contract or any rights, duties, or privileges arising therefrom.

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 6/21/2023 Policy No. TWC4264325 Endorsement No.
Insured ACCELERATION BEHAVIORAL Insurance Company Technology Insurance Company, Inc.

Countersigned by _____

**ENDORSEMENT AGREEMENT LIMITING AND RESTRICTING THIS INSURANCE
OFFICERS AND DIRECTORS COVERAGE / EXCLUSION CALIFORNIA**

If the employer named in Item 1 of the Information Page is a quasi-public or private corporation, this policy applies to all officers and members of boards of directors while rendering actual service for the corporation for pay, as employees, except those excluded below who

- 1. individually own at least 10 percent of the corporation's issued and outstanding stock, or
- 2. individually own at least 1 percent of the corporation's issued and outstanding stock if that officer's or member's parent, grandparent, sibling, spouse, or child owns at least 10 percent of the corporation's issued and outstanding stock and that officer or member is covered by a health insurance policy or a health care service plan, or
- 3. are officers or members of the board of directors of a cooperative corporation organized pursuant to the Cooperative Corporation Law (Corporations Code, Sections 12200 - 12704) who state that he or she is covered by both a health care service plan or health insurance policy, and a disability insurance policy that is comparable in scope and coverage, as determined by the Insurance Commissioner, to a workers' compensation policy.

If the employer named in Item 1 of the Information Page is a private corporation, or a private cooperative corporation organized pursuant to the Cooperative Corporation Law, this policy applies to an officer or director who is the sole shareholder of the corporation, as an employee, except if excluded below.

The insurance under this policy is limited as follows: It is AGREED that, anything in this policy to the contrary notwithstanding, this policy DOES NOT INSURE:

Officers, Directors and Trustees Excluded

Title

Maralina Tucker
Jared Fierlich

Nothing in this endorsement shall be held to vary, alter, waive or extend any of the terms, conditions, agreements, or limitations of this policy other than as above stated. Nothing elsewhere in this policy shall be held to vary, alter, waive or limit the terms, conditions, agreements or limitations in this endorsement.

It is further agreed that "remuneration" when used as a premium basis for such insurance as is afforded by this policy shall not include the remuneration of any person excluded from coverage in accordance with the foregoing.

FAILURE TO SECURE THE PAYMENT OF FULL COMPENSATION BENEFITS FOR ALL EMPLOYEES AS REQUIRED BY LABOR CODE SECTION 3700 IS A VIOLATION OF LAW AND MAY SUBJECT THE EMPLOYER TO THE IMPOSITION OF A WORK STOP ORDER, LARGE FINES, AND OTHER SUBSTANTIAL PENALTIES (Labor Code Section 3710.1, et seq.).

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC				
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

DUTY TO DEFEND-CALIFORNIA

The insurance afforded by Part One, Section C, "We Will Defend", is hereby deleted and replaced with the following:

WE WILL DEFEND

We have the right and duty to defend at our expense any claim or proceeding against you before the California Workers' Compensation Appeals Board or its equivalent in any other state (and any appeal of a decision therefrom) for the benefits payable by this workers' compensation insurance. We have the right to investigate and settle these claims or proceedings.

We have no duty to defend a claim, proceeding, or suit that is not covered by this insurance.

Nothing contained in this Section shall amend, modify, restrict, or otherwise alter any obligations or conditions under Part Two – Employer's Liability Insurance of the policy.

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9,872
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

EMPLOYERS' LIABILITY COVERAGE AMENDATORY ENDORSEMENT-CALIFORNIA

The insurance afforded by Part Two (Employers' Liability Insurance) by reason of designation of California in item 3 of the information page is subject to the following provisions:

A. "How This Insurance Applies," is amended to read as follows:

A. How This Insurance Applies

This employers' liability insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury means a physical injury, including resulting death.

1. The bodily injury must arise out of and in the course of the injured employee's employment by you.
2. The employment must be necessary or incidental to your work in California.
3. Bodily injury by accident must occur during the policy period.
4. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.
5. If you are sued, the original suit and any related legal actions for damages for bodily injury by accident or by disease must be brought in the United States of America, its territories or possessions, or Canada.

E. The "Exclusions" section is modified as follows (all other exclusions in the "Exclusions" section remain as is):

1. Exclusion 1 is amended to read as follows:

1. liability assumed under a contract.

2. Exclusion 2 is deleted.

3. Exclusion 7 is amended to read as follows:

7. damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, discrimination against or termination of any employee, termination of employment, or any personnel practices, policies, acts or omissions.

4. The following exclusions are added:

1. bodily injury to any member of the flying crew of any aircraft.
2. bodily injury to an employee when you are deprived of statutory or common law defenses or are subject to penalty because of your failure to secure your obligations under the workers' compensation law(s) applicable to you or otherwise fail to comply with that law.
3. liability arising from California Labor Code Section 2810.3 which relates to labor contracting.

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC				
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

WC 04 03 60 B
(Ed. 1-15)

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OPTIONAL PREMIUM INCREASE ENDORSEMENT – CALIFORNIA

You must provide us, or our authorized representative, access to records necessary to perform a payroll verification audit. If you fail to provide access within 90 days after expiration of the policy, you are liable to pay a total premium equal to 3 times our current estimate of the annual premium for your policy. In addition, if you fail to provide access after our third request within a 90 day or longer period, you are also liable for our costs in attempting to perform the audit unless you provide a compelling business reason for your failure.

We will contact you to schedule appointments during normal business hours.

We will notify you of your failure to provide access by mailing a certified, return-receipt document stating the increased premium and the total amount of our costs incurred in our attempt(s) to perform an audit. In addition to any other obligations under this contract, 30 days after you receive the notification, you will be obligated to pay the total premium and costs referenced above. If, thereafter, you provide access to your records within three years after the policy expires, or within another mutually agreed upon time, and we succeed in performing the audit to our satisfaction, we will revise your total premium and the costs due to reflect the results of the audit.

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9,872
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

CALIFORNIA CANCELTION ENDORSEMENT

This endorsement applies only to the insurance provided by the policy because California is shown in Item 3.A. of the Information Page.

The cancelation condition in Part Six (Conditions) of the policy is replaced by these conditions:

Cancelation

1. You may cancel this policy. You must mail or deliver advance written notice to us stating when the cancelation is to take effect.
2. We may cancel this policy for one or more of the following reasons:
 - a. Non-payment of premium;
 - b. Failure to report payroll;
 - c. Failure to permit us to audit payroll as required by the terms of this policy or of a previous policy issued by us;
 - d. Failure to pay any additional premium resulting from an audit of payroll required by the terms of this policy or any previous policy issued by us;
 - e. Material misrepresentation made by you or your agent;
 - f. Failure to cooperate with us in the investigation of a claim;
 - g. Material failure to comply with federal or state safety orders or written recommendations of our designated loss control representatives;
 - h. The occurrence of a material change in the ownership of your business;
 - i. The occurrence of any change in your business or operations that materially increases the hazard for frequency or severity of loss;
 - j. The occurrence of any change in your business or operation that requires additional or different classification for premium calculation;
 - k. The occurrence of any change in your business or operation which contemplates an activity excluded by our reinsurance treaties
3. If we cancel your policy for any of the reasons listed in (a) through (f), we will give you 10 days advance written notice, stating when the cancelation is to take effect. Mailing that notice to you at your mailing address shown in Item 1 of the Information Page will be sufficient to prove notice. If we cancel your policy for any of the reasons listed in Items (g) through (k), we will give you 30 days advance written notice; however, we agree that in the event of cancelation and reissuance of a policy effective upon a material change in ownership or operations, notice will not be provided.
4. If we mail the notice to you, the stated periods of notice and your right to remedy the condition will be extended by 5 days if the place of mailing and your mailing address is within California, 10 days if the place of mailing or your mailing address is outside of California and 20 days if the place of mailing or your mailing address is outside of the United States.
5. The policy period will end on the day and hour stated in the cancelation notice.

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	6/21/2023	Policy No.	TWC4264325	Endorsement No.	0
Insured	ACCELERATION BEHAVIORAL THERAPIES INC			Premium \$	9,872
Insurance Company	Technology Insurance Company, Inc.				

Countersigned by _____

**AmTrust North America, Inc.
Technology Insurance Company, Inc.
800 Superior Avenue East, 21st Floor
Cleveland, OH 44114**

PAYO Net Rate Schedule

Payroll Company:
ADP Insurance Services
One ADP Blvd, MS 325
Roseland NJ 70680

Payroll Co Phone: (973)712-3500
Payroll Co Email: SBSIS_Implementation@adp.com
Payroll Co ID#: 5

Print Date: 4/27/2023

Agency Phone: (800) 524-7024
Agent ID#: 19728

Insured Contact: Maralina Tucker
Insured Phone: (818) 280-9614
Insured Email: mtucker@accelerationbt.com

Policy	Insured	Fein	New/Renew	Effective	Expiration	Agent
TWC4264325	ACCELERATION BEHAVIORAL THERAPIES INC	831847055	Renew	6/21/2023	6/21/2024	ADP Insurance Services (NJ)
	Eff Date	State	Classification			Net Rate
	6/21/2023	CA	Colleges or Schools — private — academic professionals			0.016909

Type:
Description: Policy Bound
[PolicyListPayoByPayrollCo]

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section C: Academic Agreement

Approval of Agreement #24-183 – FEV Tutors, Inc. (Fox/Shea)

FEV Tutors, Inc. will provide virtual Math/ELA Enrichment tutoring for 100 students, delivering 40 sessions per student through their online platform.

Term of Agreement: February 1, 2025 through May 31, 2025

FISCAL IMPACT:

Not to Exceed: \$151,000.00 – Expanded Learning Opportunities Program Fund

RECOMMENDATION:

It is the recommendation of the Director, Enrichment & Specialized Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #24-183 with FEV Tutor, Inc.

ADDITIONAL MATERIALS:

Attached: [Agreement #24-183, FEV Tutors, Inc. \(4 Pages\)](#)
[Proposal \(4 Pages\)](#)



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

Contract Number

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

Provider

Telephone Number

Street Address

E-mail Address

City, State, Zip code

Tax Identification or Social Security Number

Services

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

Date(s) of Service

Hour(s) of Service

Location

Fees

Compensation for Services \$ _____

Other Ancillary Cost, as applicable \$ _____

Total not to Exceed \$ _____

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:
 - o Fingerprinting / criminal background investigations (see paragraph titled “Fingerprinting, below);
 - o 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;
 - o 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

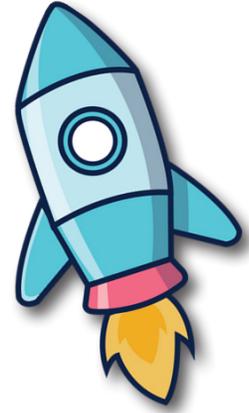
Director, Purchasing	Signature	Date

WHY US?

FEV Tutor works. Founded in 2009 as a pioneering organization in online tutoring, our ESSA Tier II solution has been meticulously refined over 14 years of implementation and research.

Unlike some providers that use “homework-help” style tutoring, FEV Tutor offers robust tutoring plans customized to each and every student, fully aligned with their existing curricula. This ensures tutoring is relevant, engaging, and highly effective. The proof is in the results: our students experience a 69% accelerated growth rate on average.

This form serves to outline your purchase terms and scope and specifies everything included with your initiative. **Let's do this.**



LET'S START WITH YOU.

DISTRICT NAME		STATE	SERVICE START DATE	SERVICE END DATE
<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
GRADE BAND(S)	SUBJECTS	TIME OF DELIVERY		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
SSO SYSTEM		ASSESSMENT SYSTEM		
<input type="text"/>		<input type="text"/>		

ABOUT HIGH-DOSAGE TUTORING

High-dosage tutoring is proven to be one of the most effective tools to boost student achievement in a variety of areas: test scores, academic growth, accelerating high achievers, and more. Research from organizations like the National Student Support Accelerator identifies best practices for consistent returns. FEV Tutor follows these recommendations closely:

- 1:1 tutoring with a trained, paid tutor
- Data-informed tutoring through benchmarking and progress monitoring
- 80% matchup with a consistent tutor
- Ideally takes place three times per week for at least 30 minutes
- High quality learning materials
- Content explicitly aligned with classroom curricula
- Ideally takes place during the school day
- Uses Individualized Learning Plans (ILPs) instead of opt-in. While opt-in tutoring can help some students, ILPs are more appropriate for intervention

WHAT'S INCLUDED?

TUTORING

- Virtual tutoring in our online platform
- Platform access for students and any designated stakeholders
- Program startup and maintenance
- Customer Success Manager
- 24/7 customer support
- Student progress monitoring
- Real time reporting and outcome-based data analysis (contingent on benchmark data access)

DESIGN AND IMPLEMENTATION

- Targeted instructional content (G3-12 and core subjects)
- Free professional development for teachers
- Assessment Data Integration (NWEA MAP, Star360, MasteryConnect, iReady, others) and Single Sign-On (Clever, Classlink, Google Classroom, others)
- Academic Design Expert
- Basic marketing materials
- Implementation and strategic support

PRICING BREAKDOWN

SUBJECT	STUDENTS	SESSIONS/ STUDENT	PRICE	TERM

COST OF SESSIONS [input field]

COST OF DESIGN & IMPLEMENTATION [input field]

TOTAL PRICE [input field]

NUMBER OF SESSIONS PURCHASED [input field]

BONUS SESSIONS [input field]

TOTAL SESSIONS [input field]

AGREEMENT NOTES

Thank you for partnering with FEV Tutor to improve student outcomes. Please contact your Account Executive with any questions.

NAME [input field]

EMAIL [input field] **PHONE** [input field]

FEV TUTOR SERVICE AGREEMENT TERMS AND CONDITIONS

Upon the receipt of this signed agreement, FEV Tutor will invoice the total subscription fee and then FEV Tutor will activate the subscription with implementation services – to ensure access to the program offerings, set up the program, and start professional development, training and instructional tutoring. By accepting the subscription, the district agrees to the following Terms and Conditions.

Terms of Stand Ready Subscription

Access to the subscription is available on demand. FEV Tutor will be available throughout the subscription period to provide tutoring to students enrolled under the program whenever a student requests a session.

Once activated, subscription is non-refundable.

This subscription offers access 'up to' a targeted maximum of the number of instructional sessions (or “annual cap” or “allowance”) as set forth in the purchase order per year. The subscription does not include any additional instructional sessions above the maximum number allowed annually. If the customer needs additional sessions, a new subscription contract must be purchased at that time or services will be halted once the session cap is reached. A school/district’s subscription provides access for every rostered student as session allowance is transferrable. For the avoidance of doubt, instructional sessions within the annual cap cannot be rolled over to subsequent years. All instructional sessions expire at the end of each subscription contract year. Access to tutoring services is terminated on subscription end date if a new contract has not been signed.

“Instructional Sessions” are defined as any session initiated by a student, school, or district for access to on demand tutoring or scheduled 1:1 instructional tutoring. There is no time minimum for a session unit, regardless of whether a student meets for 30 minutes or 90 minutes. For the avoidance of doubt, if a school or district schedules a tutoring session for a student but that student does not show up at that session, that session will be considered as a missed instructional session and will be logged as a half (1/2) of a session against the total subscription cap.

A twenty-four-hour cancellation notice is required to avoid a session counting towards the session cap. In the case of unforeseen schoolwide/catastrophic events such as fire drills, closures, or natural disasters, the twenty-four-hour notice can be waived by reaching out to a support representative. All attended sessions are accounted for equally as a full (1) session regardless of duration.

Subscription Renewal

At the end of the subscription contract term stated in the purchase order, the subscription shall be automatically renewed upon mutual acceptance of both parties. The subscription cost for any renewal period shall be increased by five percent (5%) over the cost of the subscription for the prior term, for the new subscription term stated in the purchase order.

Additional Terms and Conditions applicable to the subscription can also be found on our website at <https://www.fevtutor.com/terms-conditions/> ("**Additional Terms and Conditions**"). School/District should review the Additional Terms and Conditions Site (see link above) to fully understand the important terms and conditions found there that will pertain to its rights and obligations with regard to the subscription, including, without limitation, no warranties, limitation on liability, and indemnities. These Additional Terms and Conditions are incorporated into this document by this reference and, by executing this document below, School/District agrees to be bound by them. If for any reason, the School/District cannot locate the Additional Terms and Conditions Site, it will be the School/ District responsibility to obtain a copy of them prior to its execution of this Agreement from their local FEV Account Executive.

The FEV Data and Privacy Policy is also incorporated into the terms and conditions of this Subscription and can be found on our website at <https://portal.fevtutor.com/Home/PrivacyPolicy>.

PAYMENT METHOD

Please email any Purchase Orders, Contracts and any other Purchasing Documentation to be processed to Billing@fevtutor.com. If you need to reach us by phone please contact: 781-376-6925

FEV Tutor will invoice for the full subscription fee receipt of Purchase Order and will then activate the subscription, set program up and start Professional Development and Training. Invoices are payable within thirty (30) days of receipt. For payments received after thirty (30) days of receipt of an invoice, FEV Tutor may charge interest on the past due amount at a rate of 1% per month (or 12% annualized).

ACCEPTANCE

FEV Tutor and School/District each agree to these terms and conditions as of _____. 20__, including the Additional Terms and Conditions that are incorporated herein by reference. School/District acknowledges that it has been able to review the Additional Terms and Conditions that are incorporated herein by reference prior to executing this document.

Please sign

FEV Tutor Inc.
Tax ID #: 03-0428625
(see attached form)

Signature

Signature

Full Name (Print)

Full Name (Print)

Title

Title

Date

Date

BILLING INFO

Name

Email

Title

Phone

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Special Education Agreement

Approval of Agreement #24-184 – Insight Neuropsychology (DeGenna/Jefferson)

Insight Neuropsychology will provide psychoeducational assessment services to students in the Special Education Department at the Oxnard School District on an as-needed basis per IEP for the 2024-2025 school year.

Term of Agreement: January 16, 2025 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 #24-184 with Insight Neuropsychology.

ADDITIONAL MATERIALS:

Attached: [Agreement #24-184, Insight Neuropsychology \(15 Pages\)](#)
[Rate Sheet \(1 Page\)](#)



SERVICES AGREEMENT

Requisition Number

Purchase Order Number

Contract Number

This Services Agreement (the “Agreement”) is made and entered into this _____ day of _____, 20____
by and between Oxnard School District (hereinafter referred to as “District”) and _____,
(hereinafter referred to as “Provider.”)

PROVIDER.

Provider

Telephone Number

Street Address

Fax Number

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.

Contract Number

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 _____, 20____, and terminate on _____, 20____. 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 effect. 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:

_____	_____
District	Provider
Attn: _____	Attn: _____
_____	_____
Street	Street
_____	_____
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:

	<u>Each Occurrence</u>	<u>Aggregate</u>
Individual, Sole Proprietorship, Partnership, Corporation, or Other	\$ 1,000,000.00	\$ 2,000,000.00

- 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

Name

Name

Title

Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

WORK SCHEDULE:

SCHEDULE OF FEES

FEES:

Compensation for Services	\$ _____
Actual and Necessary Travel Expenses	\$ _____
Other Expenses	\$ _____
Total Amount not to Exceed	\$ _____
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 djefferson@oxnardsd.org, khenry@oxnardsd.org and accountspayable@oxnardsd.org. Net 30 Terms

ADDITIONAL COSTS OF EXPENSES:

N/A

**EXHIBIT C
REQUIRED CERTIFICATIONS**

Services Agreement Dated: _____, 2025

Provider: _____

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. Stifel Independent Evaluation Rates

- **Psychoeducational Assessment**
 - Price: starting at \$3500 and not to exceed \$6000 (price determined by Dr. Stifel after initial outreach regarding the student's needs)
 - This assessment includes:
 - Formal cognitive and processing assessments
 - Formal and informal achievement assessments
 - Rating scales
 - Observations
 - Interviews
 - Review of records
 - Any other additional assessment components deemed appropriate by Dr. Stifel

- **Functional Behavior and/or Social Emotional Assessments**
 - Price: starting at \$2000 and not to exceed \$3500 (price determined by Dr. Stifel after initial outreach regarding the student's needs)
 - This assessment includes:
 - Inventories
 - Review of records
 - Observations
 - Interviews
 - Behavior & social-emotional assessment measures

- **Other Assessments (Transition Assessment, Adaptive Behavior, specific processing areas, etc.)**
 - Price: starting at \$850 and not to exceed \$2000
 - This assessment includes:
 - Online and other informal assessment questionnaires
 - Interviews
 - Observations
 - Review of records

***If a student is not able to come to my offices in Camarillo, CA or if I am asked to attend a meeting in person, then I charge \$50/hour for travel time.**

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section C: Support Services Agreement

Approval of Overnight Field Trip and Agreement #24-185 – United Boys & Girls Clubs of Santa Barbara County - Camp Whittier – Soria School (Fox/Kemp)

One Hundred (100) 6th grade students from Juan Soria School will participate in an overnight instructional program of Outdoor Science & Conservation Education at Camp Whittier in Santa Barbara, January 16, 2025 – January 18, 2025.

FISCAL IMPACT:

There is no impact to the General Fund. The cost is \$236.25 per student plus insurance and round-trip bus transportation, for an amount not to exceed \$35,000.00. Costs will be paid by Donation Funds.

RECOMMENDATION:

It is the recommendation of the Principal, Soria School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Overnight Field Trip and Agreement #24-185 with United Boys & Girls Clubs of Santa Barbara County-Camp Whittier.

ADDITIONAL MATERIALS:

Attached: [Agreement #24-185, United Boys-Girls Clubs of SB Cty-Camp Whittier \(6 Pages\)](#)

OSD Agreement \$24-185



Camp Whittier
 2400 Hwy. 154, Santa Barbara, CA 93105
 (805) 962-6776
 tstepien@uniteddbg.org www.uniteddbg.org

Camp Whittier Agreement

Group Name: Juan Soria
Email: kbarajas@oxnardsd.org
Address:

Group Leader: Kirsten Barajas
Phone: (805) 385-1584
Proposal Date: 12/20/24

Minimum Guaranteed: 100
Min. Guaranteed # of Meals per Person:
Group Arrival Date: 01/16/25
Time (AM/PM): 9:00 am

Departure Date: 01/18/25
Time: 3:00 pm

Mode of Transportation:

Bus Vans Multiple Personal Vehicles Other: _____

Meal Schedule:

Standard Meals	Standard Time	Alternative Meals	Alternative Time
Breakfast	8:00 AM		
Lunch	12:00 PM		
Dinner	6:00 PM		

Week 1	Breakfast	Lunch	Dinner	Week 2	Breakfast	Lunch	Dinner
Monday				Monday			
Tuesday				Tuesday			
Wednesday				Wednesday			
Thursday		X	X	Thursday			
Friday	X	X	X	Friday			
Saturday	X	X		Saturday			
Sunday				Sunday			

Facilities Use:

<input checked="" type="checkbox"/>	Rotary Cabins	
<input checked="" type="checkbox"/>	Creek Lodge	
<input checked="" type="checkbox"/>	Canyon Village Cabins	
<input checked="" type="checkbox"/>	Canyon Lodge/Dorms	
<input type="checkbox"/>	Wilderness Cabins	
<input type="checkbox"/>	Pool	
<input checked="" type="checkbox"/>	Archery Range	
<input type="checkbox"/>	Challenge Course	
<input type="checkbox"/>	Kitchen Rental	

Special Requests and Notes: Final numbers and other changes will be reflected in final invoice

United Boys & Girls Clubs of Santa Barbara County

Camp Whittier Contract and Invoice

Use Fees: Payable by check, cash, or credit card (3.5% processing fee applies to all credit card transactions.)

Item	Quantity	Cost/Unit (\$)	Total Cost (\$)
Elings Science & Math Program			\$ 0.00
Student	100	\$ 236.25	\$ 23,625.00
Teacher			\$ 0.00
Chaperone			\$ 0.00
			\$ 0.00
		Total:	\$ 23,625.00

Deposit & Collection of Fees:

Deposit Amount Due: \$ 5,906.25

Deposit Due Date: 05/31/2024

Deposit may be used for any damages incurred during stay. After contract is completed, any remaining deposit amount can be rolled over to the next retreat reservation, can be refunded, or applied to balance due. Request for deposit refunds will be submitted to our accounting office and returned within 3 weeks of departure.

Cancellation Fees:

In the event of cancellation by user group, the following charges will apply:

- A) 91 or more days prior to camp use – return of deposit less \$350.00 administrative fee.
- B) 61 to 90 days prior to camp use – loss of deposit plus 20% of minimum guaranteed fee.
- C) 31 to 60 days prior to camp use – loss of deposit plus 40% of minimum guaranteed fee.
- D) 15 to 30 days prior to camp use – loss of deposit plus 60% of minimum guaranteed fee.
- E) 0 to 14 days prior to camp use – loss of deposit plus 100% of minimum guaranteed fee.

Camp Whittier Use Agreement

User group Insurance

- 1) User group agrees to provide proof of the following form of insurance before arrival at camp.
 - a. COMPREHENSIVE GENERAL LIABILITY INSURANCE with minimum limits of \$1,000,000 personal injury, sickness, or death per any one occurrence and \$1,000,000 for loss of damage of property per any one occurrence. Int'l _____
- 2) User group shall have the UNITED BOYS & GIRLS CLUBS OF GREATER SANTA BARBARA COUNTY named as additional insured on user's Comprehensive General Liability Insurance policies for the period user group is using camp facilities. Int'l _____
- 3) It is hereby understood and agreed that any insurance provided by user group in accordance with the agreement shall be deemed primary insurance and shall not look to any insurance of the UNITED BOYS & GIRLS CLUBS OF GREATER SANTA BARBARA COUNTY for contribution. Int'l _____

User Group Agrees

- 1) To observe all rules of the County of Santa Barbara and the U.S. Forest Service, including those that provide that no wood be cut, and no fires or smoking is allowed except in areas so designated. The user group is responsible for all supervision of attendees for the duration of the contract. Camp Guidelines will be sent with the contract and other Camp procedures will be discussed at your first meal. Int'l _____
- 2) To abide by all rules and regulations of Camp Whittier. To provide a certified lifeguard for all aquatic activities. To provide adult supervision in each cabin. To provide an adult certified in first aid and CPR on duty for emergency medical needs. To have emergency transportation available if necessary. It is the user group's responsibility to provide all necessary equipment, staff, supervision, and transportation during an emergency except when it is deemed appropriate that this be provided by community emergency response personnel. User groups are also responsible to notify camp director in all emergency situations. Camp Whittier recommends that the user groups compile an emergency packet for all participants that include emergency names and contact numbers, medications, restrictions and permission to treat. Int'l _____
- 3) To pay any damage to camp property during occupancy of camp facilities other than normal wear and tear, which are discovered during the departure inspection by the director of Camp Whittier. Camp Whittier shall have no obligation to identify the member or members of the user group responsible for the damage. The user group is responsible for the supervision and the behavior for attendees. The camp facilities will be inspected by the camp director prior to the arrival of the user group and will be re-inspected prior to or immediately after user group's departure. The initial inspection will be considered correct unless variances are noted in writing by the user group leader and presented to the camp director within two hours of arrival. The user group agrees to leave the camp, cabins, and bath/shower rooms in the condition that it was found, clean and swept upon departure. Int'l _____
- 4) It is understood and agreed that no firearms, alcoholic beverages or illegal drugs of any kind are not permitted on the premises. Int'l _____
- 5) To pay deposits, security deposits, and camp rental fees upon agreed upon payment schedule. User group agrees to pay all invoices on time, pay 1-1/2 % per month for an annual rate of 18% service charge on past due amounts and pay court costs, and/or reasonable attorney's fees, or both, if collection is necessary through process of suit. Int'l _____
- 6) User group agrees to pay 90% of total agreement amount if the attendance is lower than what was written into the agreement. Please estimate your total amount of attendees wisely. Int'l _____
- 7) User group is not permitted the use of any ropes course equipment, low or high, unless contracted with Camp Whittier and under the supervision of a Teamwork's certified ropes facilitator. Int'l _____

8) User group is responsible to provide their own wood for campfires, cooking, & using in the dining hall fireplace. Int'l _____

Hold-Harmless Agreement:

User group shall indemnify, hold free and harmless, assume liability for and defend Camp Whittier, its chartered affiliates, agents, servants, employees, officers, and directors from any and all costs, and all other sums, which the camp, its chartered affiliates are obligated to pay on account of any, all and every demand for, user group's use of real or personal property belonging to Camp Whittier, its chartered affiliates, agents, servants, employees, officers, and directors, or omission by user group, its members, agents, servants, employees, officers or directors. Int'l _____

Camp Whittier Agrees:

- 1) To provide administrative assistance and maintenance for the period contracted.
- 2) To provide food service for the period contracted, unless otherwise indicated in addendum.
- 3) To reserve the right to cancel this agreement for other than breach of these terms upon reasonable notice.

Requests for any changes to the foregoing must be submitted for approval to Camp Whittier administrative office in writing at least 90 days prior to rental day.

Addendum:

Please sign, return original by mail or email to:

Camp Whittier
2400 Highway 154
Santa Barbara, CA 93105
Or
 Camp Director: Todd Stepien
tstepien@unitedbg.org

Checks and Money Orders can be made out to "UBGC - Camp Whittier".

I hereby certify that I am authorized to sign for the user group listed below:

Juan Soria - Oxnard School District

User Group

Authorized Signature – User Group Leader

Print Name & Title

Date

Authorized Signature – Camp Whittier

Print Name & Title

Date

Rules and Regulations for Events at Camp Whittier:

Prior to Arrival You Need to Know:

1. There is no phone available at camp. If you need a phone please be sure someone in your group has a cell phone available. There is a phone for medical emergencies only.
2. All groups must provide their own bedding and toiletries.
3. You must designate a contact prior to your event to check in and check out your group with the Camp Ground Host.
4. We provide a vegetarian and vegan option in our menu when requested. Final count must be provided to us 2 weeks prior to event.
5. Groups bringing individual cars must designate a parking coordinator to arrive early to meet with our Camp Ground Host.
6. Clean up must be in a timely manner per the pre-arranged contractual agreement.
7. Any additional work, cleaning or restoration which must be completed by Camp Whittier Staff, that is necessary due to user group's negligence will be billed at \$150/hour plus cost of any materials needed.
8. Firearms, illegal drugs and minors smoking or using alcohol are strictly forbidden on camp grounds.
9. We require adult supervision in each cabin.
10. The user group agrees to leave the camp, cabins, and bath/shower rooms in the condition that it was found, clean, and swept upon departure.
11. User group is not permitted the use of any rope course equipment, low or high, unless contracted with Camp Whittier and under the supervision of a Camp Whittier certified ropes course facilitator.
12. User group is responsible to provide their own wood for campfires, cooking & using in the dining hall fireplace.

Upon Arrival:

1. **Camp Speed Limit is 4 mph.**
2. **PLEASE DRIVE SLOWLY:** immediately when you see your first building upon entry to camp grounds. We have many children frequently hiking our roads.
3. All vehicles must be parked in the parking lot.
4. No pets allowed in the camp.
5. Check in with Camp Ground Host. If problems arise during your stay, please see Camp Ground Host.
6. Do not carry people in the back of trucks while on camp property.
7. No candles allowed in any buildings in the camp.
8. No tacks, nails, staple gun or duct tape on or in buildings or trees on or into camp. Do not attach anything to the fans at camp.
9. Smoking Areas: There are three smoking areas at the camp only.
 - a. In front of the Dining Hall by the fire pit.
 - b. At the Campfire Circle by the fire pit.
 - c. In front of the Lodge by the water fountain.
10. All cigarette butts must be put in the pits or cigarette can. It is considered trash, and your group will be held accountable if left on the grounds.
11. No gum allowed in the camp. It can kill the wildlife.
12. Please keep off all high and low ropes course events and the rock-climbing wall. These are for use only with supervision only with certified Camp Whittier staff.
13. Please no rock throwing in camp. Please communicate this to children especially.
14. Please put all trash into trash cans and recyclables (cans and bottles) in recycle containers.
15. No vehicles allowed on the field. No stakes into the field due to sprinkler system.
16. For your safety we have a bell alarm at the camp that is sounded in the event of an emergency. If you hear the bell, your group should report to the field below the pool.
17. Balloons are not allowed at camp; they can be harmful to our wildlife.
18. Only use buildings assigned to you as per your contractual agreement.
19. Quiet hours are 9:00pm-7:00am. Please avoid staff housing, dining hall, and parking lot areas during these hours.
20. If you have food in your cabin, you may attract ants or small animals.
21. If you are hiking please be aware of the following:
 - a. Poison Oak: No leaves in winter only straight sticks. Green or red leaves other times.
 - b. Ticks: They hang out on the end of brush and wait for hikers to feed on.

- c. Snakes: We have many snakes including Rattle Snakes. If you see a snake just leave it alone. If it is in the Camp area please let us know and our staff will take care of it.
- d. Mountain Lions: (Rarely seen), they are seen mostly at night. If you come across one, make yourself as big as possible and **back away slowly. Do not turn and run** or it will chase you
- e. Other Wildlife: Deer, Wild Turkeys, Quail, Squirrels, Hawks, Eagles, Bear, Raccoons, Skunks, Coyotes. **Please do not feed or destroy the wildlife.** Just enjoy the view and allow them to do their thing without our interruption. Many animals will let you get within a few feet if you are careful.
- f. Please do not take or pick plant life. If you take it, it won't be there for others to enjoy.

I have read and agree to the above rules for our group's use of Camp Whittier. I further agree to communicate these rules to all members of my party.

Responsible Party Signature: _____

Print Name: Melissa Reyes, Director, Purchasing

Date: _____

Please return a copy to our office with your contract. Thank you for your cooperation!

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: January 15, 2025

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #24-186 – Leadership Associates, LLC (Carroll)

Leadership Associates will provide up to four (4) days of executive advising services to the Assistant Superintendent, Educational Services during the 2024-25 academic year

Term of Agreement: January 16, 2025 through June 30, 2025

FISCAL IMPACT:

Not to Exceed: \$9,000.00 –General Fund

RECOMMENDATION:

It is recommended by the Acting Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-186 with Leadership Associates, LLC.

ADDITIONAL MATERIALS:

Attached: [Agreement #24-186, 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

Contract Number

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

Provider

Telephone Number

Street Address

E-mail Address

City, State, Zip code

Tax Identification or Social Security Number

Services

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

Date(s) of Service

Hour(s) of Service

Location

Fees

Compensation for Services

\$ _____

Other Ancillary Cost, as applicable

\$ _____

Total not to Exceed

\$ _____

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:
 - o Fingerprinting / criminal background investigations (see paragraph titled “Fingerprinting, below);
 - o 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;
 - o 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

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 4 days Executive Advising services to the Assistant Superintendent of Educational Services.**

The District agrees to pay the Contractor an amount not to exceed **NINE THOUSAND DOLLARS (\$9,000)**. 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)

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #24-187 for Geotechnical Investigation Services with Universal Engineering Sciences UES for the Lemonwood Elementary School Changing Room Project (Hubbard/CFW)

The Lemonwood Elementary School Changing Room project includes expanding the changing rooms in the Multipurpose Building as a response to increasing the number of students participating in Physical Education activities. A proposal was requested from Universal Engineering Sciences (UES) as they are a part of the pool of Professional Services established by the District and have competently performed similar services for other projects in the District.

The purpose of this item is to select UES as the Geotechnical Engineer of Record for the Lemonwood Elementary School Changing Room Project and approve an agreement with UES for the provision of Geotechnical Engineering services for the project.

FISCAL IMPACT:

\$14,000.00 - Enhanced Master Construct Program funds

RECOMMENDATION:

It is the recommendation of the Chief Information Officer, in consultation with CFW, that the Board of Trustees approve Agreement #24-187 with Universal Engineering Sciences (UES).

ADDITIONAL MATERIALS:

Attached: [Agreement #24-187, UES Geotechnical - Lemonwood ES \(15 Pages\)](#)
[Proposal \(13 Pages\)](#)



SERVICES AGREEMENT

Requisition Number _____

Purchase Order Number _____

Contract Number _____

This Services Agreement (the "Agreement") is made and entered into this _____ day of _____, 20____ by and between Oxnard School District (hereinafter referred to as "District") and _____, (hereinafter referred to as "Provider.")

PROVIDER.

Provider _____

Telephone Number _____

Street Address _____

Fax Number _____

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.

Contract Number _____

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 _____, 20____, and terminate on _____, 20____. 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 effect. 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:

_____	_____
District	Provider
Attn: _____	Attn: _____
_____	_____
Street	Street
_____	_____
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.

Provider shall be responsible for all costs of clean up and/or removal of spilled regulated substances as a result of Provider's services or operations performed under this Agreement, including, but not limited to:

- Hazardous and toxic substances,
- Hazardous waste,
- Universal waste,
- Medical waste,
- Biological waste,
- Sharps waste.

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
High risk events or activities	\$ 2,000,000.00	\$ 4,000,000.00
Severe risk events or activities	\$ 5,000,000.00	\$ 10,000,000.00

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

Commercial vehicles: \$1,000,000.00 combined single limit

Student Transportation \$5,000,000.00 combined single limit

Buses and vehicles with capacity of more than 15 \$25,000,000 combined single limit

- 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: **[delete those not applicable]**

Accountants, attorneys, education consultants, \$1,000,000.00
 nurses, therapists

Architects \$1,000,000.00 or \$2,000,000.00

Physicians and medical corporations \$5,000,000.00

- e. Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
<input type="checkbox"/> Abuse and Molestation	\$ 2,000,000.00	\$4,000,000.00
<input type="checkbox"/> Pollution Liability	\$ 1,000,000.00	\$ 2,000,000.00
<input type="checkbox"/> Cyber Liability	\$ 5,000,000.00	
<input type="checkbox"/> 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

Name

Name

Title

Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

WORK SCHEDULE:

SCHEDULE OF FEES

FEES:

Compensation for Services	\$ _____
Actual and Necessary Travel Expenses	\$ _____
Other Expenses	\$ _____
Total Amount not to Exceed	\$ _____
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:

ADDITIONAL COSTS OF EXPENSES:

**EXHIBIT C
REQUIRED CERTIFICATIONS**

Services Agreement Dated: _____, 20 25

Provider: _____

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: _____



Proposal No. 4930.1224.00006

December 20, 2024

Mr. Gerald Schober
Vice President
CFW Inc.
521 N. 1st Avenue,
Arcadia, CA 91006
gschober@cfwinc.com
(626) 829-8300

Subject: Proposal for Limited Geotechnical Investigation
Lemonwood Elementary School
2200 Carniage Ct,
Oxnard, CA 93033

Dear Mr. Schober,

As requested, CTE South, Inc., dba Universal Engineering Sciences (UES) is pleased to present this proposal to provide a geotechnical investigation for the referenced project. The purpose of our services will be to evaluate subsurface conditions at the site and provide geotechnical recommendations for design and construction of the subject project. The objectives of this study will be to evaluate subsurface conditions at the site and to provide geotechnical recommendations for the design and construction of the proposed development, including recommendations for foundations and earthwork. This letter describes our understanding of the project, proposed scope of services, schedule, and fees.

PROJECT INFORMATION

Based on the information provided, the proposed project will consist of the expansion of the changing room in the Multipurpose Building on the Lemonwood K-8 campus as a response of increasing the number of students participating in physical education activities.

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 – Laboratory Testing
- Task 5 – Geotechnical Engineering Analyses
- Task 6 – Geotechnical Engineering Report

The remainder of this section provides a description of each of the above tasks and our approach to complete the tasks.

Task 1 – Field Exploration Planning

Prior to going to the field, we review available geologic maps and historical groundwater conditions.

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 Service Alert (USA) of the proposed subsurface exploration locations at least 72 hours prior to drilling. In addition, we will be conducting a geophysical survey using Ground Penetrating Radar (GPR) in the areas of the proposed drilling locations. This survey will help identify the location of underground utilities, thereby minimizing potential risks associated with drilling.

Task 2 – Field Exploration

We propose to explore the site by advancing 2 (2) Hollow Stemmed Auger (HSA) soil boring. The Boring will be advanced to a depth of 30 to 50 feet below the ground surface (bgs). The borings will be terminated early if refusal is encountered. See figure 1 below for boring plan.

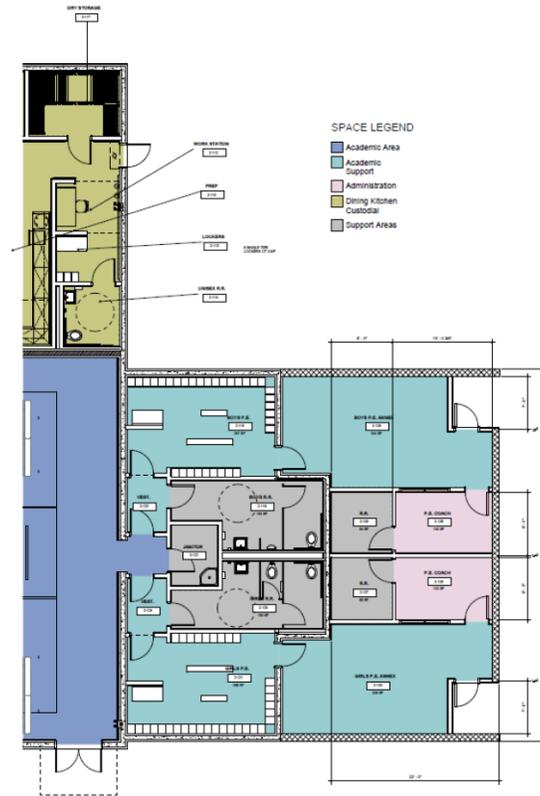


Figure 1: Proposed Work

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 Engineer who will log the subsurface conditions, as encountered.

Drive samples will be collected at approximately 5, 7.5, and 10 feet, then at 5-foot intervals 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 to the laboratory for 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 boring 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 is 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 of the cuttings and backfilling the boreholes with bentonite chips/grout.

Task 3 – 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;
- No. 200 Wash;
- Direct shear;
- 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 upon our experience with similar projects.

Task 4 – 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.

Task 5 – Geotechnical Engineering Report

After the field investigation, and laboratory testing programs, and the engineering analyses are complete, a geotechnical investigation report will be prepared to summarize the data collected and present our findings, conclusions, and geotechnical recommendations for 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
- 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;
- Recommendations for site preparation, earthwork, 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;
- Preliminary evaluation of the corrosion potential of the on-site soils.

A preliminary report will be provided for review. Upon any receipt of comments or revisions, a final report will be provided signed and stamped by a licensed California Geotechnical Engineer.

ASSUMPTIONS

We assume that by authorizing our services that 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. This proposal 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, you will be notified immediately for direction before proceeding on 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. 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 Cost Estimate Summary Table below. The rates are based on prevailing wage rates.

COST ESTIMATE SUMMARY	
Tasks	Cost
Task 1 – Field Exploration Planning	\$2,500
Task 2 – Field Exploration	\$4,000
Task 3 – Laboratory Testing	\$2,500
Task 4 – Geotechnical Engineering Analyses	\$2,500
Task 5 – Geotechnical Engineering Report	\$2,500
Total	\$14,000

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	\$155.00/hour
Staff Engineer/Geologist	\$140.00/hour
Administrative Assistant	\$75.00/hour

SCHEDULE

We will proceed with our services as soon as possible after we have received authorization. We have provided the following schedule for the proposed scope of work:

- The field exploration planning, site mark out, and notification of underground service alert is estimated to be completed within one week of notice to proceed. Notification to underground service alert must happen three business days prior to the planned drilling date.
- Drilling is planned to take one day.
- Laboratory testing is expected to take two weeks after completion of drilling.
- A draft geotechnical report can be submitted for the review of the design team within three weeks of completion of the laboratory testing.
- The final report can be submitted within one week after receipt of comments from the design team. We anticipate the final report may be issued in electronic format. If requested by reviewing agencies, we can provide wet stamped hard copies of the final report at an additional cost.

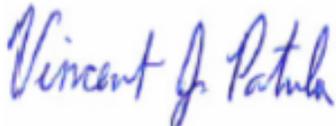
CLOSURE

This proposal is valid for 3 months. If client does not accept this proposal or UES does not initiate services within that time period, 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 the 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



Vincent Patula, CEG, PG
Branch Manager



Jorge Nieto
Project Engineer

Attachments: Project Data Sheet
Terms and Conditions

CONSTRUCTION TESTING & ENGINEERING SOUTH, INC., D/B/A "UES" GENERAL CONDITIONS

SECTION 1: RESPONSIBILITIES

1.1 Construction Testing & Engineering South, Inc., (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 include 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, 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 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 worker's 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 will 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.

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. 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 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 therefor from UES, pay UES an amount equal to one-half of the employee's then effective annualized salary, as liquidated damages.

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Facilities Agreement

Approval of Agreement #24-188 for Geotechnical Investigation Services with Universal Engineering Sciences UES for the Marshall Elementary School Changing Room Project (Hubbard/CFW)

The Marshall Elementary School Changing Room project includes expanding the changing rooms in the Multipurpose Building as a response to increasing the number of students participating in Physical Education activities. A proposal was requested from Universal Engineering Sciences (UES) as they are a part of the pool of Professional Services established by the District and have competently performed similar services for other projects in the District.

The purpose of this item is to select UES as the Geotechnical Engineer of Record for the Marshall Elementary School Changing Room Project and approve an agreement with UES for the provision of Geotechnical Engineering services for the project.

FISCAL IMPACT:

\$14,000.00 - Enhanced Master Construct Program funds

RECOMMENDATION:

It is the recommendation of the Chief Information Officer, in consultation with CFW, that the Board of Trustees approve Agreement #24-188 with Universal Engineering Sciences (UES).

ADDITIONAL MATERIALS:

Attached: [Agreement #24-188, Universal Engineering Sciences - Marshall ES \(15 Pages\)](#)
[Proposal \(13 Pages\)](#)



SERVICES AGREEMENT

Requisition Number

Purchase Order Number

Contract Number

This Services Agreement (the "Agreement") is made and entered into this _____ day of _____, 20____ by and between Oxnard School District (hereinafter referred to as "District") and _____, (hereinafter referred to as "Provider.")

PROVIDER.

Provider

Telephone Number

Street Address

Fax Number

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.

Contract Number

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 _____, 20____, and terminate on _____, 20____. 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 effect. 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:

_____	_____
District	Provider
Attn: _____	Attn: _____
_____	_____
Street	Street
_____	_____
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.

Provider shall be responsible for all costs of clean up and/or removal of spilled regulated substances as a result of Provider's services or operations performed under this Agreement, including, but not limited to:

- Hazardous and toxic substances,
- Hazardous waste,
- Universal waste,
- Medical waste,
- Biological waste,
- Sharps waste.

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
High risk events or activities	\$ 2,000,000.00	\$ 4,000,000.00
Severe risk events or activities	\$ 5,000,000.00	\$ 10,000,000.00

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

Commercial vehicles: \$1,000,000.00 combined single limit

Student Transportation \$5,000,000.00 combined single limit

Buses and vehicles with capacity of more than 15 \$25,000,000 combined single limit

- 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: **[delete those not applicable]**

Accountants, attorneys, education consultants, \$1,000,000.00
 nurses, therapists

Architects \$1,000,000.00 or \$2,000,000.00

Physicians and medical corporations \$5,000,000.00

- e. Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
<input type="checkbox"/> Abuse and Molestation	\$ 2,000,000.00	\$4,000,000.00
<input type="checkbox"/> Pollution Liability	\$ 1,000,000.00	\$ 2,000,000.00
<input type="checkbox"/> Cyber Liability	\$ 5,000,000.00	
<input type="checkbox"/> 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

Name

Name

Title

Title

STATEMENT OF WORK

DESCRIPTION OF WORK:

WORK SCHEDULE:

SCHEDULE OF FEES

FEES:

Compensation for Services	\$ _____
Actual and Necessary Travel Expenses	\$ _____
Other Expenses	\$ _____
Total Amount not to Exceed	\$ _____
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:

ADDITIONAL COSTS OF EXPENSES:

EXHIBIT C
REQUIRED CERTIFICATIONS

Services Agreement Dated: _____, 20 25

Provider: _____

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: _____



Proposal No. 4930.1224.00007

December 20, 2024

Mr. Gerald Schober
Vice President
CFW Inc.
521 N. 1st Avenue,
Arcadia, CA 91006
gschober@cfwinc.com
(626) 829-8300

Subject: Proposal for Limited Geotechnical Investigation
Thurgood Marshall Elementary School
2900 Thurgood Marshall Dr.
Oxnard, CA 93036

Dear Mr. Schober,

As requested, CTE South, Inc., dba Universal Engineering Sciences (UES) is pleased to present this proposal to provide a geotechnical investigation for the referenced project. The purpose of our services will be to evaluate subsurface conditions at the site and provide geotechnical recommendations for design and construction of the subject project. The objectives of this study will be to evaluate subsurface conditions at the site and to provide geotechnical recommendations for the design and construction of the proposed development, including recommendations for foundations and earthwork. This letter describes our understanding of the project, proposed scope of services, schedule, and fees.

PROJECT INFORMATION

Based on the information provided, the proposed project will consist of modifications to the existing changing rooms and provide an addition to the multipurpose building on the Thurgood Marshall K-8 campus as a response to increasing the number of students participating in physical education activities.

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 – Laboratory Testing
- Task 5 – Geotechnical Engineering Analyses
- Task 6 – Geotechnical Engineering Report

The remainder of this section provides a description of each of the above tasks and our approach to complete the tasks.

Task 1 – Field Exploration Planning

Prior to going to the field, we review available geologic maps and historical groundwater conditions.

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 Service Alert (USA) of the proposed subsurface exploration locations at least 72 hours prior to drilling. In addition, we will be conducting a geophysical survey using Ground Penetrating Radar (GPR) in the areas of the proposed drilling locations. This survey will help identify the location of underground utilities, thereby minimizing potential risks associated with drilling.

Task 2 – Field Exploration

We propose to explore the site by advancing 2 (2) Hollow Stemmed Auger (HSA) soil boring. The Boring will be advanced to a depth of 30 to 50 feet below the ground surface (bgs). The borings will be terminated early if refusal is encountered. See figure 1 below for boring plan.

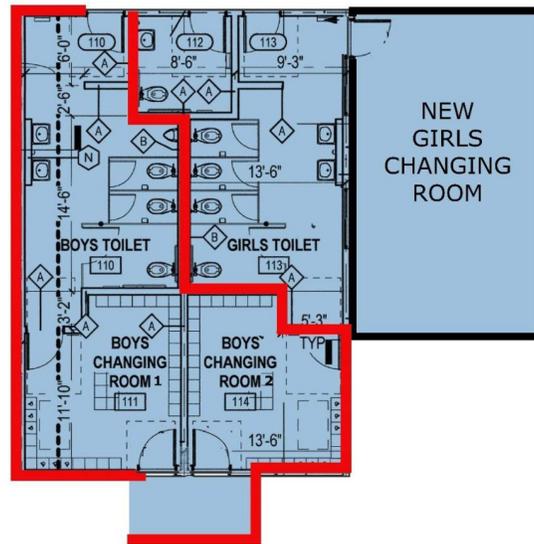


Figure 1: Proposed Work

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 Engineer who will log the subsurface conditions, as encountered.

Drive samples will be collected at approximately 5, 7.5, and 10 feet, then at 5-foot intervals 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 to the laboratory for 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 boring 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 is 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 of the cuttings and backfilling the boreholes with bentonite chips/grout.

Task 3 – 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;
- No. 200 Wash;
- Direct shear;
- 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 upon our experience with similar projects.

Task 4 – 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.

Task 5 – Geotechnical Engineering Report

After the field investigation, and laboratory testing programs, and the engineering analyses are complete, a geotechnical investigation report will be prepared to summarize the data collected and present our findings, conclusions, and geotechnical recommendations for 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
- 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;
- Recommendations for site preparation, earthwork, 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;
- Preliminary evaluation of the corrosion potential of the on-site soils.

A preliminary report will be provided for review. Upon any receipt of comments or revisions, a final report will be provided signed and stamped by a licensed California Geotechnical Engineer.

ASSUMPTIONS

We assume that by authorizing our services that 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. This proposal 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, you will be notified immediately for direction before proceeding on 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. 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 Cost Estimate Summary Table below. The rates are based on prevailing wage rates.

COST ESTIMATE SUMMARY	
Tasks	Cost
Task 1 – Field Exploration Planning	\$2,500
Task 2 – Field Exploration	\$4,000
Task 3 – Laboratory Testing	\$2,500
Task 4 – Geotechnical Engineering Analyses	\$2,500
Task 5 – Geotechnical Engineering Report	\$2,500
Total	\$14,000

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	\$155.00/hour
Staff Engineer/Geologist	\$140.00/hour
Administrative Assistant	\$75.00/hour

SCHEDULE

We will proceed with our services as soon as possible after we have received authorization. We have provided the following schedule for the proposed scope of work:

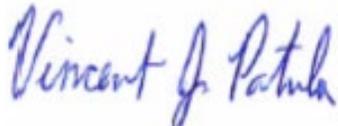
- The field exploration planning, site mark out, and notification of underground service alert is estimated to be completed within one week of notice to proceed. Notification to underground service alert must happen three business days prior to the planned drilling date.
- Drilling is planned to take one day.
- Laboratory testing is expected to take two weeks after completion of drilling.
- A draft geotechnical report can be submitted for the review of the design team within three weeks of completion of the laboratory testing.
- The final report can be submitted within one week after receipt of comments from the design team. We anticipate the final report may be issued in electronic format. If requested by reviewing agencies, we can provide wet stamped hard copies of the final report at an additional cost.

CLOSURE

This proposal is valid for 3 months. If client does not accept this proposal or UES does not initiate services within that time period, 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 the 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



Vincent Patula, CEG, PG
Branch Manager



Jorge Nieto
Project Engineer

Attachments: Project Data Sheet
Terms and Conditions

CONSTRUCTION TESTING & ENGINEERING SOUTH, INC., D/B/A "UES" GENERAL CONDITIONS

SECTION 1: RESPONSIBILITIES

1.1 Construction Testing & Engineering South, Inc., (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 include 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, 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 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 worker's 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 will 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.

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. 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 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 therefor from UES, pay UES an amount equal to one-half of the employee's then effective annualized salary, as liquidated damages.

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: January 15, 2025

Agenda Section: Section C: Personnel Agreement

Approval of Agreement #24-189 – Thiel College (Carroll)

The Oxnard School District will offer supervised internship opportunities to students enrolled in the Thiel College Master of Science in Speech Pathology program. A designated, qualified supervisor will provide each unpaid intern with a minimum of two hours of face-to-face supervision per week throughout the internship period.

Term of Agreement: January 16, 2025 to June 30, 2028

FISCAL IMPACT:

No Fiscal Impact

RECOMMENDATION:

It is the recommendation of the Acting Assistant Superintendent, Human Resources, that the Board of Trustees approve Agreement #24-189 with Thiel College.

ADDITIONAL MATERIALS:

Attached: [Agreement #24-189, Thiel College \(5 Pages\)](#)

OSD AGREEMENT #24-189



OXNARD SCHOOL DISTRICT Memorandum of Understanding and Agreement with the Named University to Provide for Unpaid Internship Placements for University Students

This Memorandum of Understanding (“Agreement”) is made by and between the Oxnard School District (“District”) and **Thiel College** (“University”), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Master of Science in Speech Pathology Internship Program through which University students (“Unpaid Interns”) will gain experience in the public-school setting. This Agreement applies to unpaid service-learning placements for University- enrolled students; it does not apply to student teacher placements that are part of a credentialing program.

TERM OF THE AGREEMENT

This Agreement shall remain in effect from January 16, 2025 to June 30, 2028. unless terminated sooner. Either party may terminate this Agreement on 30 days’ written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

LOCAL EDUCATIONAL AGENCY AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Unpaid Interns with supervised internship experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential, or license in the specified field, if any is required for that field, and at least five years’ experience in that field. The Supervisor will provide the Unpaid Intern with at least two hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University’s designee in planning, implementing, and coordinating the Internship Program.
3. The District will maintain complete records and reports on each Unpaid Intern’s performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Internship Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts assignment of the student, the District may terminate the internship for good cause. “Good cause” may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the

presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section.

6. District shall, on any day when an Unpaid Intern is receiving training at its facilities, arrange for the Unpaid Intern to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Unpaid Intern.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Unpaid Intern.
2. University will confer regularly with District and site administration and District-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by an Unpaid Intern in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Unpaid Interns and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Unpaid Interns in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
6. University supervisors will conduct systematic and regular observations of Unpaid Interns' performances in the District's classrooms.
7. University will be responsible for ensuring that Unpaid Interns have appropriate insurance coverage.

UNPAID INTERN RESPONSIBILITIES

1. Provide the District with the following documentation:
 - a copy of the letter from the University assigning the student to the District.
 - a background check/ fingerprint clearance report,
 - a negative tuberculosis risk assessment and/or test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as an Unpaid Intern.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as an Unpaid Intern.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Unpaid Intern will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the internship program.

The discussion, transmission, or narration in any form by Unpaid Interns of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary part of the practical internship experience. Otherwise, Unpaid Interns shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.

STATUS OF UNIVERSITY, LOCAL EDUCATIONAL AGENCY, AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Unpaid Interns in District schools pursuant to this Agreement are doing so for educational purposes only, and Unpaid Interns are not considered employees or volunteers of either University or District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide written notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Unpaid Interns, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty Million Dollars (\$20,000,000) in aggregate throughout the course of this Agreement. Further, University shall provide written notice that should any of the above-described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on any individuals considered as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability. The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any

coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence / \$2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Unpaid Intern or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the internship placement sites. University shall provide written notice to each Unpaid Intern regarding the lack of coverage of Workers' Compensation insurance by either party.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.

5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Oxnard School District

By: _____	_____
Signature	Signature
<u>Melissa Reyes</u>	<u>Greg Butcher</u>
Name	Name
<u>Director of Purchasing</u>	<u>College Dean</u>
Title	Title
<u>1051 South A Street</u>	<u>75 College Ave</u>
Street	Street
<u>Oxnard, CA 93030</u>	<u>Greenville, PA 16125</u>
City, State, Zip Code	City, State, Zip Code
<u>_mvreyes@oxnardsd.org</u>	<u>Gbutcher@thiel.edu</u>
E-mail Address	E-mail Address
<u>(805) 385-1501 x.2410</u>	<u>724-589-2031</u>
Telephone	Telephone

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #1 to Agreement #23-246 - Ventura County Office of Education/SELPA (DeGenna/Jefferson)

At the Board Meeting of February 07,2024, the Board of Trustees approved the agreement #23-246 with Ventura County Office of Education Home & Hospital to provide Instructional Teaching at home on a as needed basis for Special Education Students per IEP for the 2023-2024 school year for an amount of \$20,500.00.

Amendment # 1 in the amount of \$6,702.91 is needed to close out the 2023-2024 fiscal year. For a total agreement amount of \$27,202.91.

FISCAL IMPACT:

\$6,702.91 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Superintendent, that the Board of Trustees approve Amendment #1 to Agreement #23-246 with Ventura County Office of Education/SELPA.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(1 Page\)](#)

[Agreement #23-246, VCOE Home-Hospital \(8 Pages\)](#)



**AMENDMENT #1 TO AGREEMENT # 23-246
with
Ventura County Office of Education Home & Hospital
January 15, 2025**

At the Board Meeting of February 07, 2024, the Board of Trustees approved the agreement #23-246 with Ventura County Office of Education Home & Hospital to provide Instructional Teaching at home on a as needed basis for Special Education Students per IEP for the 2023-2024 school year for an amount of \$20,500.00.

Amendment # 1 in the amount of \$6,702.91 is needed to close out the 2023-2024 fiscal year. For a total agreement amount of \$ 27,202.91.

Ventura County Office of Education Home & Hospital

By: _____ Date: _____
Lisa Cline, Executive Director, Internal Business Services

Oxnard School District:

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



OSD AGREEMENT #23-246
INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 07/01/2023 by and between
(Date)

Oxnard School District (hereinafter referred to as "Local Educational Agency" or "LEA") and
(District or Charter School)

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
1051 South A Street
Street Address
Oxnard, CA 93030
City, State, Zip code

Danielle Jefferson
Contact Name
805-385-1501 x2175
Contact Telephone Number
djefferson@oxnardsd.org
Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

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

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

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

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

Compliance with Laws VCOE hereby agrees that VCOE, officers, agents, employees, and subcontractors of VCOE shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

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

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

Fingerprinting. VCOE shall ensure that VCOE and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When VCOE performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. VCOE shall ensure that any employee who interacts with students has submitted to VCOE a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

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

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

If the unresolved dispute is not resolved the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification

- a. If VCOE and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.
- b. VCOE will indemnify LEAs not participating in the VCSSFA as follows: VCOE shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of VCOE, its officials, administrators, managers, employees or agents.

Inter-District Agreement for Services

- 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 such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents.

Insurance.

- a. If VCOE and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. VCOE also self-insures for workers' compensation coverage
- b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Holly Minear		2.13.24
VCOE Department Administrator	VCOE Signature	Date
Lisa Cline		2-12-24
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

Lisa A. Franz		2-8-2024
LEA Business Office Administrator	Signature	Date

STATEMENT OF WORK

Term (required). The term of this Agreement shall commence on 07/01/2023 and terminate on 06/30/2024. The parties may agree to annual extensions after expiration of the initial term.

Fees (required).

Estimated Compensation or Cost for Services	\$ <u>20,500.00</u>
Other Ancillary Cost or fees, as applicable	\$ _____
Total not to Exceed	\$ _____

DESCRIPTION OF WORK (required):

VCOE will provide Home/Hospital Instructional Teaching on an as needed basis.

WORK SCHEDULE (if applicable):

To be determined.



OSD AGREEMENT #23-246
INTER-DISTRICT SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into 07/01/2023 by and between
(Date)

Oxnard School District (hereinafter referred to as "Local Educational Agency" or "LEA") and
(District or Charter School)

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
1051 South A Street
 Street Address
Oxnard, CA 93030
 City, State, Zip code

Danielle Jefferson
 Contact Name
805-385-1501 x2175
 Contact Telephone Number
djefferson@oxnardsd.org
 Contact E-mail Address

Services. Services will be provided as described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services.

Payment. All payments will be made after receipt of invoice, net 30 days.

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

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

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

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

Compliance with Laws. VCOE hereby agrees that VCOE, officers, agents, employees, and subcontractors of VCOE shall obey all local, state, and federal laws and regulations in the performance of this Agreement.

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

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

Fingerprinting. VCOE shall ensure that VCOE and any employee who interacts with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, has a current valid criminal records summary as described in California *Education Code* section 44237. When VCOE performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

Tuberculosis. VCOE shall ensure that any employee who interacts with students has submitted to VCOE a tuberculosis risk assessment or has been examined to determine that he or she is free of infectious tuberculosis.

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

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

If the unresolved dispute is not resolved the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding the next section, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.

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

Indemnification.

- a. If VCOE and LEA each participate in the VCSSFA, each party therefore collectively indemnifies and defends the other for general liability coverage under the VCSSFA self-insurance program.
- b. VCOE will indemnify LEAs not participating in the VCSSFA as follows: VCOE shall defend, indemnify and hold LEA and its governing board, officials, administrators, managers, employees and agents, harmless from and against any and all liability, loss, expense, reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of VCOE, its officials, administrators, managers, employees or agents.

Inter-District Agreement for Services

- 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 such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its governing board, officials, administrators, managers, employees or agents.

Insurance.

- a. If VCOE and LEA participate in the VCSSFA, each party therefore collectively self-insure for general liability and property coverage, or have been afforded coverage as Additional Covered Parties, under the VCSSFA self-insurance programs. VCOE also self-insures for workers' compensation coverage.
- b. LEAs not participating in the VCSSFA must maintain coverages commensurate with its operations and activities.

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

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

Acknowledgement and Agreement

I have read this Agreement and agree to its terms

Holly Minear		2.14.24
VCOE Department Administrator	VCOE Signature	Date
Lisa Cline		2-12-24
VCOE Executive Director Internal Business Services	VCOE Signature	Date

Local Educational Agency Approval

Lisa A. Franz		2-8-2024
LEA Business Office Administrator	Signature	Date

STATEMENT OF WORK

Term (required) The term of this Agreement shall commence on 07/01/2023 and terminate on 06/30/2024. The parties may agree to annual extensions after expiration of the initial term.

Fees (required).

Estimated Compensation or Cost for Services	\$ <u>20,500.00</u>
Other Ancillary Cost or fees, as applicable	\$ _____
Total not to Exceed	\$ _____

DESCRIPTION OF WORK (required):

VCOE will provide Home/Hospital Instructional Teaching on an as needed basis.

WORK SCHEDULE (if applicable):

To be determined.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Scott Carroll

Date of Meeting: January 15, 2025

Agenda Section: Section D: Action Items

Approval of Speech Language Pathologist Permit Waiver for Nohelia Caceres to Serve as a Speech Therapist at Harrington School for the 2024-2025 School Year (Carroll)

The District is recommending that the Board of Trustees approve this action item for a Speech Language Pathologist Permit Waiver for Nohelia Caceres to serve as a Speech Therapist at Harrington School for the 2024-2025 school year until the employee completes a program.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Acting Assistant Superintendent of Human Resources that the Board of Trustees approve the Speech Language Pathologist Permit Waiver as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Aracely Fox

Date of Meeting: January 15, 2025

Agenda Section: Section D: Action Items

Approval of School-Level Parent and Family Engagement Policies for 2024-2025 School Year - 20 Schools (Fox/Ruvalcaba)

The Board of Trustees will receive a presentation on the recommended district and school-level Parent and Family Engagement Policies.

The district's Title I policy shall be incorporated into the district's plan developed under the Elementary and Secondary Education Act (ESSA) Section 1112. The school-level Parent and Family Engagement Policies meet the requirements of Title I, Part A of ESSA, and support Action 1 of the District's Local Control Accountability Plan (LCAP) Goal 4. These policies were developed with parent input and describe the family engagement activities that schools will implement.

This presentation will include an update on parent and family engagement activities and initiatives for the 2024-2025 School Year.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Educational Services and the Manager of Equity, Family, and Community Engagement that the Board of Trustees approve the School-Level Parent and Family Engagement Policies for the 2024-2025 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: [Title I Parent and Family Engagement Policy Eng-Superintendent-Signature \(5 pgs\).PDF](#)
[Brekke 2024-2025 \(11 pgs\).pdf](#)
[Chavez 2024-2025 \(7 pgs\).pdf](#)
[Curren 2024-2025 \(7 pgs\).pdf](#)
[Driffill 2024-2025 \(6 pgs\).pdf](#)
[Elm 2024-2025 \(8 pgs\).pdf](#)
[Frank 2024-2025 \(7 pgs\).pdf](#)
[Fremont 2024-2025 \(7 pgs\).pdf](#)
[Harrington 2024-2025 \(6 pgs\).pdf](#)
[Kamala 2024-2025 \(6 pgs\).pdf](#)
[Lemonwood 2024-2025 \(8 pgs\) .pdf](#)
[Lopez 2024-2025 \(8 pgs\).pdf](#)

Marina West 2024-2025 (10 pgs).pdf
Marshall 2024-2025 (6 pgs).pdf
McAuliffe 2024-2025 (9 pgs).pdf
Mckinna 2024-2025 (7 pgs).pdf
Ramona 2024-2025 (6 pgs).pdf
Ritchen 2024-2025 (9 pgs).pdf
Rose 2024-2025 (8 pgs).pdf
Sierra Linda 2024-2025 (8 pgs).pdf
Soria 2024-2025 (9 pgs).pdf
OSD Parent and Family Engagement Policies Presentation (18 pgs).pdf



Title I, Part A LEA Parent and Family Engagement Policy

Oxnard School District (LEA), with parents and family members, has jointly developed, mutually agreed upon, and distributed to parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Parents and family members are invited and encouraged to attend district-level parent advisory groups, such as the District's English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), the Family and Community Engagement (FACE) Advisory Group, and the Special Education Community Council, to receive information about the LEA's participation in Title I, the purpose, and requirements of Title I, and to participate in the development of the LEA's Parent and Family Engagement Policy.

Oxnard School District believes that active parent and family engagement in the different advisory groups will help support the LEA's vision to "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." More than 30 years of research have shown the positive relationship between effective parent and family engagement and student academic achievement and socio-emotional well-being. The LEA hopes to accomplish the following:

- Continue building trusting and respectful relationships between school/district staff and families.

- Strengthen two-way communication between school/district and families to achieve positive student outcomes.

- Implement the following family engagement priority actions in the district's strategic plan:

- 4.2.1: Continue to align family engagement activities with the adopted California Family Engagement Framework.

- 4.2.2: Support schools in promoting and ensuring parent voice and agency in decision-making to impact student achievement.

- 4.2.3: Build culturally responsive classrooms connected to students' lives and families by incorporating parents' strengths, talents, and expertise.

- 4.2.4: Ensure participation, involvement, and support of the district's ethnically and culturally diverse families in their children's education by focusing on high-leverage family engagement practices directly connected to student learning. In the 2024-2025

school year, OSD will continue to offer Project 2 Inspire parent leadership classes and Plaza Comunitaria to build parents' capacity to support their children's literacy and math development.

-Work collaboratively in planning, designing, implementing, and evaluating family engagement activities at the school and district levels.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

The LEA will build the capacity of all participating schools within the district in planning and implementing effective parent and family engagement activities to improve student academic and social-emotional outcomes by engaging administrators, outreach resource specialists, teachers, support staff, and families in meaningful conversations around the California Family Engagement Framework to build a shared understanding of the expectations and requirements of implementing authentic family engagement that is culturally responsive and supported by research. Additionally, the LEA will help school administrators create, implement, and evaluate their site-level Title I Parent and Family Engagement Policies in alignment with the family engagement priority actions stipulated in the district's strategic plan. Each school will develop true school-home partnerships by developing effective communication and collaborating on implementing and evaluating identified family engagement priority actions. Furthermore, as a component of the school-level parent and family engagement policy, each school will develop jointly with parents a school-parent compact outlining how parents, the entire staff, and students will share the responsibility for improved student academic achievement. The Equity, Family, and Community Engagement Manager will serve as a liaison to the schools by providing support in developing and implementing their Title I Parent and Family Engagement policies.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, and local laws and programs (ESSA Section 1116[a][2][C]):

The LEA uses Title I funding to support parent/family engagement strategies while following guidelines as defined by state and federal mandates. As applicable, the LEA will integrate and coordinate parent and family engagement activities with the Local Control Accountability Plan (LCAP). Such activities shall include opportunities for authentic engagement, training parents and families on topics such as state academic standards and assessments, and building parents' capacity to support their children's

learning at home. The LEA coordinates parent and family engagement with Child Nutrition Services, Pupil Services, Special Education, and other programs supported by the Educational Services Department. Also, every school site is staffed with one Outreach Resource Consultant who acts as a school-community liaison. Additionally, the LEA has strong partnerships with community and state organizations such as Ventura County Public Health, Ventura County Behavioral Health, Logrando Bienestar, the Ventura County Office of Education, the California Association for Bilingual Education, and local universities.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving the academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the implementation of district and site-level parent and family engagement policies shall be conducted in the Spring of every school year. The Panorama survey will measure the LEA's progress, successes, needs, and areas for growth in implementing family engagement policies, programs, and practices. Other metrics to be considered include parent attendance in the different district advisory groups and ongoing review of student academic data. The data will be reported to all parents and families at district-level parent advisory groups. The LEA will use these findings and the feedback from diverse stakeholder groups to design more effective parent and family involvement and shall revise this policy as necessary.

Describe how the LEA includes the following in the annual evaluation of Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

The LEA will collect and analyze data from student, staff, and family surveys to identify barriers to greater participation by parents. This data will be disaggregated by demographic information such as race or ethnicity, primary language, education services, and grade level to enable the LEA to identify the specific needs of different groups and plan accordingly. The Panorama family survey is available to families in the Winter of every school year. It is offered in English and Spanish and is promoted through different communication platforms to encourage greater participation. Access and equity are at the core of the LEA's parent and family engagement initiatives. The LEA provides translation and interpretation services to support families in completing the surveys and other needs: two Mixteco interpreters and interpretation services in various languages through American Language Services for parents who speak a language other than English, Spanish, or Mixteco. In addition to the Panorama family

survey, families are invited to participate in the different district and site-level parent advisory groups, with childcare and interpretation services provided as needed. The LEA utilizes ParentSquare as its primary communication platform for ongoing family communication. Additionally, our district-level parent liaisons and ORCs conduct daily outreach to all parents and families, connecting them with available district and community resources and programs.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The LEA will review the effectiveness of parent and family engagement practices and initiatives by reviewing and analyzing feedback provided by parents in the Panorama Family Engagement and LCAP survey and through strategic conversations with the various parent advisory groups. The LEA will use these findings to identify areas of strength and areas for growth. It will revise the plan as necessary to move towards innovative implementation as measured by the rubrics in the California Family Engagement Framework.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

Over the last several years, the LEA has worked towards developing authentic family engagement by providing opportunities to all families, especially our underrepresented communities, to participate in the decision-making process that will impact student academic and social-emotional outcomes. The LEA is committed to building capacity, empowerment, and advocacy by providing parents and families with different opportunities to participate in the different district advisory groups, such as DELAC and PAC. Additionally, the LEA established a Family and Community Engagement Advisory group with diverse representation from the schools and the community. The work of this committee centers around the development and sustainability of effective family engagement practices through collaborative relationships between staff, parents, families, and the community.

Oxnard School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs in the fall of 2024. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before February 8, 2025.

Dr. Ana DeGenna, Superintendent

Name and Title of Authorized Official



Signature of Authorized Official

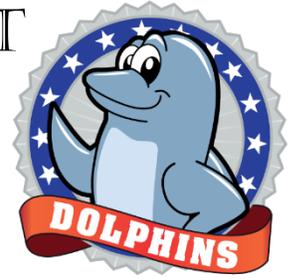
December 9, 2024



OXNARD SCHOOL DISTRICT

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Norman R. Brekke School

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November 18, 2024

2.0 With approval from the local governing board, Norman Brekke School has developed a written Title I parent/guardian and family engagement policy with input from parents/guardians and family members of participating children. Input is solicited during School Site Council, PTA, English Learner Advisory and Coffee with the Principal meetings. The school has distributed the policy to parents and family members of children served under Title I, Part A. This distribution takes place to parents and students in the First Day Packet, which is distributed annually at the beginning of each school year. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent/guardian and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents/guardians and family members in the Title I program at Norman Brekke School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend to inform parents/guardians and family members of their school's participation in the Title I program and to explain the requirements, and the rights of the involved stakeholders. (20 U.S.C. § 6318[c][1]) This meeting is held in conjunction with our Back to School Night in the fall of each year.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) School Site Council, English Learner Advisory, Coffee with the Principal and parent/guardian trainings are held at various times to provide families with opportunities to make suggestions and participate in decisions relating to their children.
 - i. The school involves parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent/guardian and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Brekke holds regular Title 1 meetings during the school year, such as Back to School Night and Coffee with the Principal.

- ii. Title I funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding the effectiveness of activities.
 - iii. Regular/ongoing messages with parents regarding opportunities for students' activities to support student achievement,
 - iv. Parent training, parent education, School Site Council, and ELAC meetings are regularly offered and Title 1 funds are utilized to provide training, materials, and refreshments for parent trainings/meetings (for in-person meetings/trainings).
- c) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) Norman Brekke convenes annual and regular meetings to inform parents of our participation as a Title I school, the requirements of a Title I school, and of their rights to be involved in the decision-making process.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels and rigor of our Common Core State Standards. (20 U.S.C. § 6318[c][4][B]). Teachers share the curriculum they use in the classroom. Data sets designed to measure student progress and report cards are shared during parent/guardian conferences.
 3. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]) Norman Brekke believes parents/guardians play an integral role in supporting their child's learning and are encouraged to be actively involved in their education at school. Agendas are sent home daily and teachers communicate weekly with families via various platforms including Canvas, ParentSquare and Class Dojo. In addition, annual events such as parent/guardian conferences, Back to School Night and Open House help families stay informed and connected. Parents/guardians are encouraged to become part of advisory committees such as SSC and ELAC. Administrators are highly visible on campus and have an open-door policy for all stakeholders.
- d) If the school-wide program plan is not satisfactory to the parents/guardians of participating children, the school submits parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) The school-wide program plan is a living document that is shared with the local LEA and to parents/guardians at site meetings. Parent comments and suggestions are brought to the attention of the advisory committees for consideration of changes that may need to be made.

2.2 Building Capacity for Involvement (Parent/Guardian and Family Engagement Policy Continued)

To ensure effective involvement of parents/guardians and to support a partnership among stakeholders to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents/guardians with assistance in understanding such topics as our Common Core State Standards, local and state assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) Norman Brekke holds regular parent meetings to ensure understanding of our curricula, learning apps, assessment data and available supports to ensure that all students achieve at their highest level.
- b) The school provides parent/guardians with materials and trainings to help parents work with their children to improve academic and socio-emotional outcomes. (20 U.S.C. § 6318[e][2]) Norman Brekke offers parents/guardian informational meetings and staff members guide families through the use of educational materials and technology to help improve student achievement.
- c) The school partners with parents/guardians to help support the value and utility of the contributions of all Brekke families. Teachers, specialized instructional support personnel, administrators, and support staff, work with parents/guardians as equal partners as we implement and coordinate parent/guardian engagement programs. (20 U.S.C. § 6318[e][3]) Norman Brekke values the partnership between staff, students and parents. We hold family events three to five times a year to build our relationship between school and home. In October, we hold our PTA-sponsored Trunk & Treat/Dia de Los Muertos, in December our PTA facilitates a Holiday Multilingual Movie Night and in February we hold a Kindness Dance with multicultural music and dances. Our annual A-G Presentation was held at Frank in XXXX. We will also host a Multicultural Reading/Art event and a STEAM/Math event this spring. In May, Brekke will join other schools at Oxnard College to showcase art and academic work. We know that together we are more.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts additional activities, such as family resource centers, to encourage and support parents/guardians. (20 U.S.C. § 6318[e][4]) Norman Brekke also sends out an annual needs assessment to our families to gain information regarding the resources families need in order to fully participate in their child's education. Once the assessments are completed, we schedule our parent/guardians trainings and family nights around requested topics.
- e) The school ensures that information related to school and parent/guardian programs, meetings, and other activities is sent to families in a format and, to the extent practicable, in a language the parents can access. (20 U.S.C. § 6318[e][5])

The school website, ParentSquare emails, teacher communication and automated phone calls provide information to families regarding upcoming programs and meetings.

- f) The school provides such other reasonable support for parental involvement activities under this section upon request. (20 U.S.C. § 6318[e][14])

2.3 Accessibility

Norman Brekke School, to the extent practicable, provides opportunities for the informed participation of parents/guardians and family members (including family members who have limited English proficiency, family members with disabilities, and family members of migratory children) including providing information and school reports as required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents/guardians/family members understand. (20 U.S.C. § 6318[f]) Norman Brekke invites ALL family members to participate and be involved in school activities. We make meetings and activities accessible to all regardless of English proficiency, disability or migratory status.

2.4 School-Parent/Guardian Compact

As a component of the school-level parent/guardian and family engagement policy, each school shall jointly develop with parents/guardians a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent/guardian compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curricula and student-centered instruction in a supportive and effective learning environment that enables students to meet and exceed our rigorous Common Core State Standards. Outline opportunities for engagement such as volunteering in classrooms and at school events and participating in decision-making relating to the education of their children and related extracurricular activities. (20 U.S.C. § 6318[d][1]) Norman Brekke looks at our student performance regularly and sets equitable goals for high achievement. We hold high expectations for all students and create supportive, safe and meaningful environments to promote student agency and academic rigor.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent/guardian-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A]) Parent/guardian-teacher conferences are held in the fall for every student and in the spring for students in need of additional support. The School Compact helps us ensure we are working as a team to help each child be successful.
 2. Frequent reports to parents/guardians on their children's progress. (20 U.S.C. § 6318[d][2][B]) Parents/guardians are sent report cards three times a year, have parent conferences at least once a year and are sent home progress on local

assessments every month. Agendas are used daily to facilitate home-school communication.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C]) Teachers walk students out of the building daily and wait for parents/guardians to pick up their student(s) to help build school-to-home relationships. Teachers communicate regularly with parents through various apps such as Canvas, ParentSquare and ClassDojo and meet with families individually upon request. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



DISTRITO ESCOLAR DE OXNARD

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18 de noviembre de 2024

2.0 Con la aprobación de la junta de gobierno local, Norman Escuela Brekke ha desarrollado una política escrita de participación de los padres/tutores y la familia del Título I con aportes de los padres/tutores y miembros de la familia de los niños participantes. Se solicitan comentarios durante las reuniones del Consejo Escolar, la PTA, la Asesoría de Aprendices de Inglés y el Café con el Director. La escuela ha distribuido la póliza a los padres y familiares de los niños atendidos bajo el Título I, Parte A. Esta distribución se lleva a cabo a los padres y estudiantes en el Paquete del Primer Día, que se distribuye anualmente al comienzo de cada año escolar. (EC Sección 11503; 20 Unidos Código de los Estados [U.S.C.] Sección [§] 6318[b][1-4])

2.1 Participación de los Padres en el Programa de Título I

La política describe los medios para llevar a cabo los requisitos de participación de los padres/tutores y la familia del Título I. (20 U.S.C. § 6318[b][1])

Para involucrar a los padres/tutores y miembros de la familia en el programa de Título I en la Escuela Norman Brekke, se han establecido las siguientes prácticas:

- a) La escuela convoca una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres/tutores de los niños participantes a asistir para informar a los padres/tutores y miembros de la familia de la participación de su escuela en el programa de Título I y para explicar los requisitos y los derechos de las partes interesadas involucradas. (20 U.S.C. § 6318[c][1]) Esta reunión se lleva a cabo junto con nuestra Noche de Regreso a la Escuela en el otoño de cada año.
- b) La escuela ofrece un número flexible de reuniones, como reuniones por la mañana o por la noche, y puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según se relacionen con la participación de los padres. (20 U.S.C. § 6318[c][2]) El Consejo Escolar, el Consejo Escolar de Asesoría para Aprendices de Inglés, el Café con el Director y las capacitaciones para padres/tutores se llevan a cabo en varios momentos para brindar a las familias oportunidades para hacer sugerencias y participar en decisiones relacionadas con sus hijos.

- i. La escuela involucra a los padres/tutores de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de participación de los padres/tutores y la familia de la escuela y el desarrollo conjunto del plan del programa escolar. (20 U.S.C. § 6318[c][3]) Brekke lleva a cabo reuniones regulares de Título 1 durante el año escolar, como la Noche de Regreso a la Escuela y el Café con el Director.
 - ii. Los fondos de título 1 y las actividades se revisan en las reuniones del Consejo Escolar durante todo el año escolar y los ajustes se realizan en función de los datos/información disponibles con respecto a la efectividad de las actividades.
 - iii. Mensajes regulares/continuos con los padres sobre las oportunidades de actividades de los estudiantes para apoyar el rendimiento estudiantil,
 - iv. La capacitación para padres, la educación para padres, el Consejo Escolar y las reuniones de ELAC se ofrecen regularmente y los fondos del Título 1 se utilizan para proporcionar capacitación, materiales y refrigerios para las capacitaciones/reuniones de padres realizadas en persona.
- c) La escuela proporciona a los padres de los niños participantes lo siguiente:
 4. Información oportuna sobre el programa de Título I. (20 U.S.C. § 6318[c][4][A]) Norman Brekke convoca reuniones anuales y regulares para informar a los padres de nuestra participación como escuela de Título I, los requisitos de una escuela de Título I y sus derechos a participar en el proceso de toma de decisiones.
 5. Una descripción y explicación del currículo en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro y rigor de nuestros Estándares Estatales Básicos Comunes. (20 U.S.C. § 6318[c][4][B]). Los maestros comparten el currículo que utilizan en el aula. Los conjuntos de datos diseñados para medir el progreso de los estudiantes y las boletas de calificaciones se comparten durante las conferencias de padres y tutores.
 6. Si los padres o tutores lo solicitan, oportunidades para celebrar reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 U.S.C. § 6318[c][4][C]) Norman Brekke cree que los padres/tutores desempeñan un papel integral en el apoyo al aprendizaje de sus hijos y se les anima a participar activamente en su educación en la escuela. Las agendas se envían a casa diariamente y los maestros se comunican semanalmente con las familias a través de varias plataformas, incluidas Canvas, ParentSquare y Class Dojo. Además, los eventos anuales, como las conferencias de padres y tutores, la Noche de Regreso a la Escuela y la Casa Abierta, ayudan a las familias a mantenerse informadas y conectadas. Se anima a los padres/tutores a formar parte de comités asesores como SSC y ELAC. Los administradores son muy visibles en

el campus y tienen una política de puertas abiertas para todas las partes interesadas.

- d) Si el plan del programa escolar no es satisfactorio para los padres/tutores de los niños participantes, la escuela presenta los comentarios de los padres sobre el plan cuando la escuela pone el plan a disposición de la agencia educativa local. (20 U.S.C. § 6318[c][5]) El plan del programa para toda la escuela es un documento vivo que se comparte con la LEA local y con los padres/tutores en las reuniones del sitio. Los comentarios y sugerencias de los padres se señalan a la atención de los comités asesores para la consideración de los cambios que puedan ser necesarios.

2.2 Fomento de la capacidad de participación (continuación de la política de participación de los padres/tutores y la familia)

Para garantizar la participación efectiva de los padres/tutores y para apoyar una asociación entre las partes interesadas para mejorar el rendimiento académico de los estudiantes, cada escuela y agencia educativa local asistida con fondos del Título I, Parte A establece las prácticas que se enumeran a continuación. (20 U.S.C. § 6318[e])

- a) La escuela brinda a los padres/tutores asistencia para comprender temas como nuestros Estándares Estatales Básicos Comunes, evaluaciones locales y estatales, los requisitos del Título I, Parte A, y cómo monitorear el progreso de un niño y trabajar con los educadores para mejorar el rendimiento de sus hijos. (20 U.S.C. § 6318[e][1]) Norman Brekke lleva a cabo reuniones periódicas de padres para garantizar la comprensión de nuestros planes de estudio, aplicaciones de aprendizaje, datos de evaluación y apoyos disponibles para garantizar que todos los estudiantes alcancen su nivel más alto.
- b) La escuela proporciona a los padres/tutores materiales y capacitaciones para ayudar a los padres a trabajar con sus hijos para mejorar los resultados académicos y socioemocionales. (20 U.S.C. § 6318[e][2]) Norman Brekke ofrece reuniones informativas a los padres/tutores y los miembros del personal guían a las familias mediante el uso de materiales educativos y tecnología para ayudar a mejorar el rendimiento de los estudiantes.
- c) La escuela se asocia con los padres/tutores para ayudar a apoyar el valor y la utilidad de las contribuciones de todas las familias de Brekke. Los maestros, el personal especializado en apoyo educativo, los administradores y el personal de apoyo trabajan con los padres/tutores como socios iguales a medida que implementamos y coordinamos programas de participación de padres/tutores. (20 U.S.C. § 6318[e][3]) Norman Brekke valora la asociación entre el personal, los estudiantes y los padres. Llevamos a cabo eventos familiares de tres a cinco veces al año para construir nuestra relación entre la escuela y el hogar. Sabemos que juntos somos más.

- d) La escuela, en la medida de lo factible y apropiado, coordina e integra los programas y actividades de participación de los padres/tutores con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realiza actividades adicionales, como centros de recursos familiares, para alentar y apoyar a los padres/tutores. (20 U.S.C. § 6318[e][4]) Norman Brekke también envía una evaluación anual de necesidades a nuestras familias para obtener información sobre los recursos que las familias necesitan para participar plenamente en la educación de sus hijos. Una vez que se completan las evaluaciones, programamos nuestras capacitaciones para padres / tutores y noches familiares en torno a los temas solicitados.
- e) La escuela se asegura de que la información relacionada con la escuela y los programas de padres/tutores, reuniones y otras actividades se envíe a las familias en un formato y, en la medida de lo posible, en un idioma al que los padres puedan acceder. (20 U.S.C. § 6318[e][5]) El sitio web de la escuela, los correos electrónicos de ParentSquare, la comunicación con los maestros y las llamadas telefónicas automatizadas proporcionan información a las familias sobre los próximos programas y reuniones.
- f) La escuela proporciona cualquier otro apoyo razonable para las actividades de participación de los padres bajo esta sección a pedido. (20 U.S.C. § 6318[e][14])

2.3 Accesibilidad

La Escuela Norman Brekke, en la medida de lo posible, brinda oportunidades para la participación informada de los padres/tutores y miembros de la familia (incluidos los miembros de la familia que tienen un dominio limitado del inglés, los miembros de la familia con discapacidades y los miembros de la familia de niños migrantes), incluido el suministro de información e informes escolares según lo requerido por la sección 1111 de la ESEA (20 U.S.C. § 6311), según enmendada por ESSA, en un formato y, en la medida de lo posible, en un idioma que dichos padres/tutores/miembros de la familia entiendan. (20 U.S.C. § 6318[f]) Norman Brekke invita a TODOS los miembros de la familia a participar y participar en las actividades escolares. Hacemos que las reuniones y actividades sean accesibles para todos, independientemente de su dominio del inglés, discapacidad o estatus migratorio.

2.4 Pacto Escuela-Padre/Tutor

Como un componente de la poliza de participación de los padres/tutores y la familia a nivel escolar, cada escuela desarrollará conjuntamente con los padres/tutores un pacto entre la escuela, los padres/tutores que describa cómo los padres/tutores, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto entre la escuela y los padres/tutores cumplirá con los requisitos que se enumeran a continuación. (20 U.S.C. § 6318[d])

- a) Describa la responsabilidad de la escuela para proporcionar planes de estudio de alta calidad e instrucción centrada en el estudiante en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes cumplir y superar nuestros rigurosos Estándares Estatales Básicos Comunes. Describa las oportunidades de

participación, como el voluntariado en las aulas y en los eventos escolares, y la participación en la toma de decisiones relacionadas con la educación de sus hijos y las actividades extracurriculares relacionadas. (20 U.S.C. § 6318[d][1]) Norman Brekke observa el rendimiento de nuestros estudiantes con regularidad y establece metas equitativas para el alto rendimiento. Tenemos altas expectativas para todos los estudiantes y creamos entornos de apoyo, seguros y significativos para promover la agencia estudiantil y el rigor académico. En octubre, llevamos a cabo nuestro Trunk & Treat/Día de Los Muertos patrocinado por la PTA, en diciembre nuestra PTA facilita una noche navideña de cine multilingüe y en febrero llevamos a cabo un baile de bondad con música y bailes multiculturales. Nuestra presentación anual A-G se llevó a cabo en Frank en XXXX. También organizaremos un evento multicultural de lectura/arte y un evento STEAM/Matemáticas esta primavera. En mayo, Brekke se unirá a otras escuelas de Oxnard College para exhibir arte y trabajo académico. Sabemos que juntos somos más.

- b) Abordar la importancia de la comunicación entre los maestros y los padres de manera continua a través, como mínimo, de los requisitos que se enumeran a continuación. (20 U.S.C. § 6318[d][2])
 1. Conferencias de padres/tutores-maestros en las escuelas primarias, por lo menos una vez al año, durante las cuales se discutirá el pacto en lo que se refiere a los logros individuales del niño. (20 U.S.C. § 6318[d][2][A]) Las conferencias de padres/tutores-maestros se llevan a cabo en el otoño para cada estudiante y en la primavera para los estudiantes que necesitan apoyo adicional. El Pacto Escolar nos ayuda a asegurarnos de que estamos trabajando en equipo para ayudar a cada niño a tener éxito.
 2. Informes frecuentes a los padres/tutores sobre el progreso de sus hijos. (20 U.S.C. § 6318[d][2][B]) A los padres/tutores se les envían boletas de calificaciones tres veces al año, tienen conferencias de padres al menos una vez al año y se les envía a casa el progreso de las evaluaciones locales todos los meses. Las agendas se utilizan a diario para facilitar la comunicación entre el hogar y la escuela.
 3. Acceso razonable al personal, oportunidades para ofrecerse como voluntario y participar en la clase de su hijo, y observación de las actividades del aula. (20 U.S.C. § 6318[d][2][C]) Los maestros sacan a los estudiantes del edificio todos los días y esperan a que los padres/tutores recojan a sus estudiantes para ayudar a construir relaciones entre la escuela y el hogar. Los profesores se comunican regularmente con los padres a través de varias aplicaciones como Canvas, ParentSquare y ClassDojo y se reúnen con las familias individualmente si lo solicitan. Garantizar una comunicación regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. (20 U.S.C. § 6318[d][2][D])

**Puede ser útil incluir la revisión de la política de participación de los padres y la familia en la revisión anual del Plan Único para el Rendimiento Estudiantil.*

***La póliza debe actualizarse periódicamente para satisfacer las necesidades cambiantes de los padres y miembros de la familia y de la escuela. Si la escuela tiene un proceso establecido para involucrar a los padres y miembros de la familia en la planificación y el diseño de los programas de la escuela, la escuela puede usar ese proceso si incluye una representación adecuada de los padres y familiares de los niños que reciben los servicios del Título I, Parte A.*



Cesar Chavez K-8 School
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Title I School-Level Parent and Family Engagement Policy

Cesar E. Chavez School

December 5, 2024

2.0 With approval from the local governing board, Cesar E. Chavez School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. through paper copy sent in the beginning of the school year packet sent to families, our website, and through paper copy upon request. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Cesar E. Chavez School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - Inform parents of their school's participation in the Title I program
 - Explain the requirements of Title I
 - Explain the right of parents to be involved
 - Election of parents to advisory committees, as needed
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school.
 - Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, school site council, ELAC, PTA, etc.
 - Parent meetings are held at different days/times to accommodate parent availability
 - A variety of different parent education programs are offered throughout the school year
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program

plan. (20 U.S.C. § 6318[c][3]) Parent Needs Assessment survey helps Cesar Chavez School to collect data on family needs.

- Chavez holds regular Title 1 meetings during the school year, such at Back to School Night and Coffee with the Principal meetings.
- Title funds and activities are reviewed at school site council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
- Regular/ongoing messages with parents regarding opportunities for students regarding activities to support student achievement.
- Parent training, parent education, School Site Council, ELAC, Coffee with the Principal Coffee with the Counselor and Outreach Specialist, PTA etc. are regularly offered and Title funds will be utilized to provide training, food, etc. for parent trainings/meetings (for in-person meeting/trainings).
- The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC And Approved by SSC. The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- School holds regular Title 1 meetings such as Back to School Night in the Fall, Coffee with the Principal throughout the year and Open House in the Spring
- Timely information through parent emails, Back to School Night, ELAC Committee, SSC, and PTA (English/Spanish for all activities)
- Parent/teacher conferences for all students after the first trimester, and as needed after the second trimester (translation available as needed)

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Parent meetings including ELAC, SSC, and other meetings are held regularly where student achievement is presented with an opportunity for questions from parents
- Parent/Teacher conferences for all students in the fall, and as needed in the spring trimester. Parent/teacher conferences are also scheduled as necessary and by parent request throughout the year
- Posting of California School Report Card annually as required
- Chavez School posts on our website links to content standards for all students and all content areas (in both English and Spanish)

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- At Chavez, parents are offered the opportunity to provide input for the Single Plan for Student Achievement during regularly scheduled parent committees such as English Learner Advisory Committee (ELAC), School Site Council, and PTA.
- If requested by parents, Chavez provides opportunities for regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible.
- Parents can, through informal requests for parent meetings, Back to School Night, Coffee with the Principal, and other parent training opportunities can formulate suggestions for the education of their children.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Administration will attempt to resolve as practicably possible unsatisfactory parts or comments about the plan.
- Chavez will submit as soon as practicably possible all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- Assist parents in understanding the academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings.
 - Hold parent/teacher conferences for all students in the fall, for students that are not performing on grade level in the Spring and as necessary or requested by parents throughout the school year.
 - Review state standards for the grade level at parent/teacher conferences
 - Explain and discuss student achievement expectations and results at ELAC and SSC meetings
 - Discuss student achievement and opportunities for students at Back to School Night
 - Chavez School posts on our website links to content standards for all students and all content areas (in both English and Spanish)
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent trainings including parent workshops, school site council, ELAC, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, counselors, and outreach specialist.
 - Parent Trainings to support parents and allow for an open forum for questions regarding topics of need and interest. (ie. Canvas usage, Lexia and ST Math apps, homework support, social emotional learning, reading report cards, attendance, and various ways to support student progress.
 - Family Nights: Provide opportunities for school and family connection. Engage Families in fun activities that support academic growth, social emotional development, and college and career readiness.

Examples include but not limited to IT Night Art Showcase; Books and Blankets and Bonding.

- A-G Presentations to encourage families to begin discussing college and career readiness and setting goals. Invite a Middle School and a College-Dual Enrollment staff for resource tabling.
 - Invite parents to a conference in the Winter called “Si se Puede Education and Leadership Conference” in which representatives of different colleges and universities will be invited to provide parents with information of the importance of encouraging their students to pursue higher education, requirements to attend, financial aid available, etc.
 - Give English Learner students and their parents the chance to attend USC's Festival of Books, promoting literacy, the importance of higher education, and the experience of visiting a university campus.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- Parent trainings including parent workshops, school site council, ELAC, Reading and Math Nights, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, teachers, counselors, and outreach specialist
 - Professional development for teachers and support staff throughout the school year
 - Parents are adequately represented on school/stakeholder groups at site and district level including school site council, PTA, ELAC, DELAC and Parent Advisory Committee
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent trainings including parent workshops, school site council, ELAC, Reading and Math Nights, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, teachers, counselors, and outreach specialist.
 - Chavez coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish
 - Translation is offered for all committee meetings including SSC, ELAC, PTA, etc.

- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators as needed
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Chavez immediately provides translation for parents in person, online, or on the telephone
- Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agenda/information requests
- Parents are further encouraged to participate and provide suggestions for trainings/topics of interest through annual Needs Assessment Survey

2.3 Accessibility

Cesar E. Chavez School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.
- Mixteco Interpretation Available-Mixteco Interpretation is available for ELAC , parent-teacher conferences and general parent calls.
- Chavez School posts on our website links to content standards for all students and all content areas (in both English and Spanish).
- Healthy Start Team-Healthy Start Social Worker and Case Aide work with school staff on a regular basis to provide a wide range of resource to parents and students. For example, doing referrals to outside agencies regarding Mental Health.
- Colaboration with Community Agencies/Organizations-School staff collaborates with outside community oraganizations/ agencies to provide further support to families. For example ORC and Healthy Start Team collaborated with the Community Realtions Specialist for Gold Coast Insurance to bring information to families in an ELAC Meeting.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- The school's responsibility to provide high-quality curriculum and instruction in a meaningful, supportive, and effective learning environment in which students served under Title 1 meet the statewide academic grade level content standards. This responsibility includes parent information about intervention and enrichment opportunities, staff availability to work directly with parents to support students, parent trainings on how to support students, and ongoing regular communication with parents regarding their students progress including progress reports, parent conferences, implementation of parent monitoring tools within Q and Canvas, and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.
 - Chavez School posts on our website links to content standards for all students and all content areas (in both English and Spanish)
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Hold parent/teacher conferences for all students in the fall, for students not meeting benchmark in the Spring and/or as necessary or requested by parents throughout the school year.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Chavez School sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June)
 - Chavez School sends progress reports to students at the midpoint of each trimester notifying parents if their student is not making adequate progress academically (as measured by class marks)
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Chavez School regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including LMS Canvas, email, phone communication, parent/teacher conferences, and other school approved platforms (such as ClassDojo and Remind apps)
 - Chavez School parents are welcome to observe in classrooms with previous notification to the school

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Chavez School regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes video bulletins, email communication, audio phone messages, our district website, through our student applications on iPads, and through our school sponsored social media platforms.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Bernice Curren K-8 School
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Title I School-Level Parent and Family Engagement Policy
Bernice Curren School
2024-2025

2.0 With approval from the local governing board, Curren School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from the School Site Council and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. through a paper copy sent at the beginning of the school year packet sent to families, our website, and through paper copy upon request. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1]) To involve parents and family members in the Title I program at Bernice Curren School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - Inform parents of their school's participation in the Title I program
 - Explain the requirements of Title I
 - Explain the right of parents to be involved
 - Election of parents to advisory committees, as needed

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year including parent workshops, parent training, tech training, school site council, ELAC, PTA, etc.
 - Parent meetings are held at different days/times to accommodate parent availability
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school
 - A variation of different parent education programs are offered throughout the school year

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Curren holds regular Title 1 meetings during the school year, such as Back to School Night and Coffee with the Principal meetings
- Title I funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities
- Regular/ongoing messages with parents regarding opportunities for students' activities to support student achievement
- Parent training, parent education, School Site Council, ELAC, SPED etc. are regularly offered and Title I funds will be utilized to provide training, materials, food, etc. for parent trainings/meetings (for in-person meetings/trainings)

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- School holds regular Title 1 meetings
- Timely information through parent emails, Parent Square, Back to School Night, ELAC Committee, SSC, and PTA (English/Spanish for all activities) and Mixteco as needed
- Parent/teacher conferences for all students after the first trimester, and as needed after the second trimester (translation available as needed)

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Parent meetings including ELAC, SSC, and other meetings are held regularly where student achievement data is presented with an opportunity for questions from parents
- Parent/Teacher conferences for all students in the fall, and as needed in the spring trimester. Parent/teacher conferences are also scheduled as necessary throughout the school year
- Posting of California School Report Card annually as required
- Curren School posts on our website links to content area standards for all students (in both English and Spanish)

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- At Curren, parents are offered the opportunity to provide input for the Single Plan for Student Achievement during regularly scheduled parent committees such as English Learner Advisory Committee (ELAC), School Site Council, and PTA.

- If requested by parents, Curren provides opportunities for regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as feasible.
- Through informal requests for parent meetings, Back to School Night, Coffee with the Principal, and other parent training opportunities

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Curren will submit as soon as practicably possible all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District)

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- Assist parents in understanding the academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings
 - Hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year
 - Review state standards for the grade level at parent/teacher conferences
 - Explain and discuss student achievement expectations and results at ELAC and SSC meetings
 - Discuss student achievement and opportunities for students at Back to School Night
 - Curren School posts on our website links to all the content area standards for all students (in both English and Spanish)
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent trainings including parent workshops, School Site Council, ELAC, technology trainings, and other topics that are offered throughout the school year as coordinated by the school administration, school counselor, and the outreach specialist
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with

parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parent trainings including parent workshops, school site council, ELAC, Reading and Math Nights, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, teachers, school counselor, and the outreach specialist (Strategic Plan Goal 4).
- Professional development for teachers and support staff throughout the school year
- Parents are adequately represented on school/stakeholder groups at site and district level including school site council, PTA, ELAC, DELAC and Parent Advisory Committee (Strategic Plan Goal 4).
- Parent Trainings: Support parents and allow for an open forum for questions regarding topics of need and interest (e.g., Canvas usage, Lexia and ST Math apps, homework support, social-emotional learning, reading report cards, attendance, and various ways to support student progress) (Strategic Plan Goal 4).
- Family Nights: Provide opportunities for school and family connection. Engage Families in fun activities that support academic growth; STEAM Night; Art Showcase; Books, Blankets and Bonding; (Strategic Plan Goal 4).
- Passport to Exemplary Events: Engage families in fun activities that support academic growth, social emotional development, and college and career readiness. (Strategic Plan Goal 4).
- Coffee with the Principal: parent meetings with the team (Principal, Assist. Principal, ORC, Counselor) that allow open communication and encourage dialogue between home and school). (Strategic Plan Goal 4)

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Parent trainings including parent workshops, school site council, ELAC, Reading and Math Nights, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, teachers, school counselor, and the outreach specialist
- Current School coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
- A-G Presentations: encourages families to begin discussing college and career readiness and setting goals. Invite a Middle School and a College-Dual Enrollment staff for resource tabling. (Strategic Plan Goal 4)

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish
- Translation is offered for all committee meetings including SSC, ELAC, PTA, etc.

- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators as needed
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Curren school provides immediate translation for parents in person, online, or on the telephone
- Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for recommendations about future meeting agenda/information requests
- Parents are encouraged to participate and provide suggestions for trainings/topics of interest through the annual Needs Assessment Survey

2.3 Accessibility

Bernice Curren School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communication, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.
- Curren School posts on our website links to content standards for all students and all content areas (in both English and Spanish)
- Morning Greeters: Staff available at the front of the school and Kinder Area to welcome students and families. This creates a positive and welcoming school culture and provides opportunities for parents to ask questions, provide feedback, and address any concerns. (Strategic Plan Goal 4)

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's

classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- The school's responsibility is to provide high-quality curriculum and instruction in a meaningful, supportive, and effective learning environment in which students served under Title 1 meet the statewide academic grade level content standards. This responsibility includes parent information about intervention and enrichment opportunities, staff availability to work directly with parents to support students, parent trainings on how to support students, and ongoing regular communication with parents regarding their students progress including progress reports, parent conferences, implementation of parent monitoring tools within Q and Canvas, and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.
- Curren School posts links on our website to content area standards for all students in both English and Spanish)

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Hold parent/teacher conferences for all students in the fall and as necessary in the spring or as requested by parents throughout the school year
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Curren School sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June)
 - Curren School sends progress reports to students at the midpoint of each trimester notifying parents if their student is not making adequate progress academically (as measured by class marks)
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Curren School communicates regularly with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including parent Square, LMS Canvas, email, phone communication, parent/teacher conferences, and other school approved platforms.
 - Curren School parents are welcome to observe in classrooms with previous notification to the school
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Curren School communicates regularly with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes video bulletins, email communication, audio phone messages, our district website, through

our student applications on iPads, and through our school sponsored social media platforms such as Parent Square.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

Driffill School

School of Environmental Science and Global Awareness



Title I School-Level Parent and Family Engagement Policy

DRIFFILL SCHOOL

2024 - 2025

2.0 With approval from the local governing board, Driffill School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is reviewed and approved annually in collaboration with School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. through parent and student emails, Driffill's website, and is pushed out directly to students iPads. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]).

To involve parents and family members in the Title I program at Driffill School, the following practices have been established:

- Parents are informed of their school's participation in the Title I program.
 - The requirements of Title I are explained.
 - The right of parents to be involved is explained.
 - Election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

- Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, SSC, ELAC, etc.
 - Parent meetings are held at different days/times to accommodate parent availability.
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate.
 - Parent education programs are offered throughout the school year.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- Driffill School holds an annual Title 1 meeting at Back to School Night.
 - Title funds and activities are reviewed at SSC meetings throughout the school year, and adjustments are made based on available data/information regarding the effectiveness of activities.
 - Parents are regularly/ongoingly notified about opportunities for students to participate in activities that support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal etc. are regularly offered, and Title funds will be utilized to provide training materials, refreshments, etc. (for in-person meetings/trainings).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - Driffill holds an annual Title I meeting.
 - During the first trimester, parent/teacher conferences are held for all students. Thereafter, they are offered as needed for the other two trimesters. (translation is available when needed).
 - Information is disseminated through the following: Back to School night, ELAC, SSC, Café Con Padres and PTA. Parent Square App.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
 - During the first trimester, parent/teacher conferences are held for all students. Thereafter, they are offered as needed for the other two trimesters. (translation is available when needed).
 - Academic assessment information is also presented during ELAC, SSC, and general parent workshops, specifically related to student progress.
 - Posting of the California School Accountability Report Card, annually, as required.
 - Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents are offered the opportunity to provide input for the School Plan for Student achievement during regularly scheduled parent meetings such as, ELAC, SSC and PTA.
- If requested, formally or informally, Driffill has an open-door policy in which parents are allowed to provide suggestions and to participate in decisions related to their child's education, and responses to any such suggestions will be offered in a timely manner.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Driffill will submit and report all written documentation of parent comments indicating that the school wide program is not satisfactory to the LEA and site level committees (SSC and ELAC)

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Through any general parent information and parent education meetings, Driffill parents are supported (either in English or Spanish) in understanding the academic content and achievement standards. In addition, parents are supported in monitoring and learning how to improve achievement for their child.
- Parent/Teacher conferences for all students will be held in the fall and as necessary or as requested by parents throughout the school year.
- During parent/teacher conferences, teachers review state standards with parents.
- During ELAC and SSC meetings, agenda items explain and discuss student achievement, expectations and results.

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

- Administration, counselor, and outreach specialist continuously collaborate to distribute educational materials and offer parent trainings throughout the school year in our ELAC, Café Con padres, SSC, and technology trainings.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parents are equitably represented on school committees: PTA, ELAC, and SSC
- Drifill provides professional learning opportunities for all our faculty and staff.
- Administration, counselor, and outreach specialist continuously coordinate parent trainings throughout the school year: ELAC, Café Con padres, School Site council, and Technology trainings.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Administration, counselor, and outreach specialist are continuously coordinating parent trainings throughout the school year: ELAC, Café Con padres, School Site council, and Technology trainings.
- Drifill parents are well represented in all district committees: (District English Learner Advisory Committee, Parent Advisory Committee)

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Any documents/materials sent to parents, are in both English and Spanish.
- Translation is offered throughout the school year in any school activity and/or committee (ELAC, PTA, SSC). In addition, translation is available when necessary or requested by a parent.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Drifill provides a two-way communication partnership with parents as they are frequently asked for their feedback regarding any of the school committees and/or activities held at the school site. Parents are considered full partners and are included in any decision-making at Drifill school.

- Translation is readily available when necessary or requested by a parent.

2.3 Accessibility

Drifill School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Any documents/materials sent to parents, are both in English and Spanish.
- Translation is offered through out any school committee (ELAC, PTA, SSC) and/or available when necessary or requested by a parent.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - At Drifill we value a strong family partnership. Drifill strives to cultivate an inclusive learning community where everyone is respected for their diverse perspectives, experiences, and cultural backgrounds. We believe positive connections and relationships with families and school staff directly impact student achievement.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- During the first trimester, parent/teacher conferences are held for all students. Thereafter, they are offered as needed for the other two trimesters. (translation is available when needed).
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Parents receive three formal trimester grade notifications per school year, (November, March and June).
 - Parents also receive a trimester midpoint progress notification if the child is not making adequate progress.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Driffill participates in an on-going communication partnership between our parents and staff. The two-way communication is correlated in ways in which parents and staff can communicate with each other using various platforms: email communication, direct phone class, Canvas, school bulleting, Parent Square, iPad communication etc.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Driffill school is constantly communicating and working with parents, guardians, and other stakeholders to extend capacity and advocacy throughout the year. The two-way communication includes email communication, voice messages, school website, direct phone calls, iPad and school bulletins.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



ELM STREET SCHOOL

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Ma. Christina Fernandez



Title I School-Level Parent and Family Engagement Policy Elm Street School December 2024

2.0 With approval from the local governing board, Elm Street School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Through parent email, our website, and directly to our parents and student iPads via application. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Elm Street School, the following practices have been established:

- a) The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

During the Title I meeting, which occurs at Back to School Night:

- Parents are informed of their school's participation in the Title I program.
 - The requirements of Title I are explained.
 - The right of parents to be involved is explained.
 - Election of parents to advisory committees occurs as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year, including parent workshops, parent training, tech trainings, School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teachers Association (PTA), etc.
 - Parent meetings are held at different days/times to accommodate parent availability.
 - Parent meetings are held with child supervision to increase parent participation



- Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate.

Additionally, various parent education programs are offered throughout the school year, such as

- Parent meeting that reviews how to read student report cards
- A-G requirements presentation
- Pathway to Biliteracy information
- Reclassification Process and Requirement Information
- Community Street Safety
- ELAC Reclassification information
- Loving Solutions parent series
- Parent Empowerment Workshops
- Parent Technology training
- Antbullying parent education
- Building resiliency parent education
- Cyber bullying parent education
- Parent Literacy training on how to support our students
- Parent Math training on how to help our student

c) The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Elm Street School holds an annual Title 1 meeting at Back to School Night.
- Title funds and activities are reviewed at SSC meetings throughout the school year, and adjustments are made based on available data/information regarding the effectiveness of activities.
- Regular/ongoing messages are shared with parents regarding opportunities for students to participate in activities to support student achievement.
- Parent training, parent education, SSC, ELAC, etc., are regularly offered. Title funds will be utilized to provide training materials, refreshments, etc. (for in-person meetings/training).
- The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Elm School holds an annual Title 1 meeting.
- Timely information is shared through Class Dojo, ParentSquare written and voice messages, written flyers with information, Back to School Night, ELAC, SSC, and PTA (English/Spanish for all activities).



- Parent/teacher conferences for all students are offered after the first trimester and as needed after the second trimester for those students not at grade level (translation available as needed).

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Parent meetings, including ELAC, SSC, and other meetings, are held regularly where student achievement is presented with an opportunity for questions from parents.
- Parent/Teacher conferences for all students in the fall and as needed in the spring trimester. Parent/Teacher conferences are also scheduled as necessary.
- Posting of California School Accountability Report Card annually, as required.
- Information about district-adopted curriculum is shared during Back to School Night and Parent/Teacher conferences.
- The Elm Street School website and social media accounts provide information about the staff, classroom activities, and parent resources.
- Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.
- Teachers assess students informally and formally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. Our School Goals are: 1. Writing across the curriculum 2. Developing oracy 3. Promoting Growth Mindset in Mathematics and ELA.
- Oxnard School District STAR 360 assessment to evaluate English, Spanish, and Mathematics proficiency thrice a year.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents are offered the opportunity to provide input for the School Plan for Student Achievement during regularly scheduled parent meetings such as ELAC, SSC, and PTA.
- If parents request, Elm Street School provides opportunities for regular meetings to formulate questions, participate, as appropriate, in decisions relating to their child's education, and respond to any such suggestions as soon as practicably possible.
- Informal requests for parent meetings, Back to School Night, ELAC, and parent training opportunities offer forums for parents to provide suggestions and to be involved in decision-making.



- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
- Elm Street School will immediately submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

2.2 Building Capacity for Involvement

To ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- Parents will be provided assistance in understanding academic content and achievement standards and how to monitor and improve their child's achievement through general parent information and parent education meetings.
 - Parent/Teacher conferences for all students will be held in the fall and as necessary or as parents request throughout the school year.
 - State standards for the grade level will be reviewed at Parent/Teacher conferences.
 - Student achievement expectations and results will be discussed at ELAC and SSC meetings.
 - Student achievement and opportunities for students to improve will be discussed at Back to School Night.
 - Elm Street School posts links to all the content area standards for all students (in both English and Spanish), on our website.
 - Family Engagement Nights –Activities such as parent and student art classes, Movie night, ornament-making activities, Manila making activity, Parent and child dance night, and Pajama Reading night.
 - Parent informational nights based on parent request
 - Parent Report Card Review
 - Antibullying parent training
 - Loving Solutions parent series
 - Parent Empowerment workshops
 - Community Safety
 - A-G requirement Presentation



- Pathway to Biliteracy Information night
- Reclassification Process and Requirement presentation
- Building resiliency parent presentation
- Cyberbullying parent presentation

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

- Parent training, including parent workshops, is offered throughout the school year as coordinated by the school administration, counselors, and outreach specialists. We gather input through surveys, public comments in meetings (ELAC, SSC, PTA), and informal requests via calls or visits to the office. We prioritize and plan parent education topics according to the feedback received, addressing specific areas of interest expressed by parents.
- Community Street Safety We are working with Oxnard City program Walk n Roll, which educates our families on street safety when walking or riding their bike to our school site We review the safety procedures of drop off and pick up of our student
- ELAC Reclassification information
- How do you read a school report card?
- Technology PD
- Parent Literacy training on how to support our students
- Parent Math training on how to help our students

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parent training, including parent workshops, SSC, ELAC, technology training, etc., are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist.
- Professional development for teachers and support staff throughout the school year.
- Parents are adequately represented in school/education partner groups, including SSC, ELAC, and PTA.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])



- Parent training, including parent workshops, SSC, ELAC, technology training, etc., are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist.
- Elm Street School coordinates with parents/families to ensure we have parent representation at all district committees, including the District English Language Advisory Committee (DELAC), Parent Advisory Committee (PAC), etc.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- All school communications, including print, video, and pictures, are sent home in English and Spanish.
- Translation is offered for all committee meetings, including SSC, ELAC, etc.
- Spanish translation is immediately available for a parent when necessary. Mixteco translation is arranged through the OSD Mixteco translators. Interpretation in Zapoteco and other languages is provided through American Language Services.

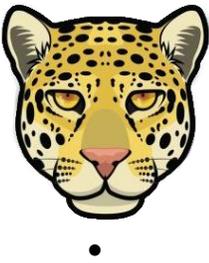
f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Elm Street School immediately provides translation for parents in person, online, or by telephone.
- Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agendas/information requests.

2.3 Accessibility

Elm Street School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, video, and pictures, are sent home in English and Spanish.
- Translation is offered for all committee meetings, including SSC, ELAC, PTA, etc.
- Spanish translation is immediately available for a parent when necessary. Mixteco translation is arranged through the OSD Mixteco translators. Interpretation in Zapoteco and other languages is provided through American Language Services.



2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards and how each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- At Elm Street School, this responsibility includes:
 - Providing parents with information about intervention and enrichment opportunities.
 - Ensuring staff availability to work directly with parents to support students.
 - Providing parent training on how to support students.
 - Ensuring ongoing regular communication with parents regarding their student's progress, including progress reports, parent conferences, and implementation of parent monitoring tools within CANVAS.
 - Creating a positive school climate through implementing STOIC Program, PBIS staff Committee and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Parent/Teacher conferences for all students are held in the Fall and as needed.
- Teachers also hold parent/teacher conferences in the Winter for struggling students
- Families can also request conferences throughout the school year

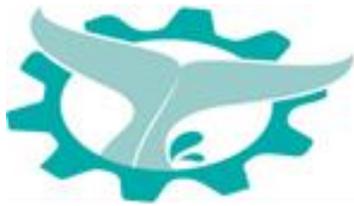
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])



- Elm Street School sends out formal grade notifications three times yearly (after each trimester in November, March, and June).
 - Parent/Teacher conferences for all students are held in the Fall and as needed.
 - Families have access to grades on CANVAS.
 - Students receive Progress Reports throughout the year.
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
- Elm Street School regularly communicates with parents regarding how parents/guardians can directly communicate with staff members, including email, phone communication, Parent Square, Class Dojo, and parent/teacher conferences.
 - Elm Street School parents are welcome to observe in classrooms with previous notification to the school.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- Elm Street School regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes phone calls, email communication, Parent Square, Class Dojo, text messages, voice messages, the Elm Street School website, our district website, Instagram, and our student applications on iPads.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



R.J. FRANK



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Title I School-Level Parent and Family Engagement Policy R.J. Frank Academy

2024-2025

2.0 With approval from the local governing board, R.J. Frank Academy has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC) The school has distributed the policy to parents and family members of children served under Title I, Part A. through parent email, student email, our website, and directly to our student iPads via application. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at R.J. Frank Academy, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

During the Title I meeting, which occurs at Back to School Night:

- Parents are informed of their school's participation in the Title I program.
 - The requirements of Title I are explained.
 - The right of parents to be involved is explained.
 - Election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]).
 - Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, SSC, ELAC, etc.
 - Parent meetings are held at different days/times to accommodate parent availability.

- Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate.
 - A variety of different parent education programs are offered throughout the school year.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- R. J. Frank Academy holds an annual Title 1 meeting.
 - Title funds and activities are reviewed at SSC meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
 - Regular/ongoing messages are shared with parents regarding opportunities for students to participate in activities to support student achievement.
 - Parent training, parent education, SSC, ELAC, etc. are regularly offered and Title funds will be utilized to provide training, refreshments, etc. for parent trainings/meetings (for in-person meeting/trainings).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - R. J. Frank Academy holds an annual Title 1 meeting.
 - Timely information is shared through parent emails, Back to School Night, ELAC, SSC, and PTA (in English/Spanish for all activities).
 - Parent/Teacher conferences for all students are offered after the first trimester, and as needed after the second trimester (translation available as needed).
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
 - Parent meetings including ELAC, SSC, and other meetings are held regularly where student achievement is presented with an opportunity for questions from parents.
 - Parent/Teacher conferences for all students are offered in the Fall, and as needed in the Spring trimester. Parent/Teacher conferences are also scheduled as necessary.
 - Posting of the California School Accountability Report Card is completed annually, as required.
 - R.J. Frank Academy posts, on the school website, links to content standards for all students and all content areas (in both English and Spanish).
 - Report Cards are sent home three times a year with information on academic progress and standards achieved in the classroom.
 - Information about district-adopted curriculum is shared during Back to School Night and Parent/Teacher conferences.
 - Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - Parents are offered the opportunity to provide input for the School Plan for Student achievement during regularly scheduled parent meetings such as, ELAC, SSC and PTA.
 - If requested by parents, R. J. Frank Academy provides opportunities at regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and responses to any such suggestions are provided as soon as practicably possible. Meetings can include IEPs, SSTs, and 504 Meetings.
 - Informal requests for parent meetings, Back to School Night, and parent training opportunities offer forums for parents to provide suggestions and to be involved in decision making.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
 - R. J. Frank Academy will immediately submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).
 - Parents may provide input to SSC through ELAC, SSC meetings themselves, or other opportunities to meet with administration. SSC responds to questions or concerns brought up by the ELAC after each meeting.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - Parents will be provided assistance in understanding academic content and achievement standards and how to monitor and improve achievement of their children through general parent information and parent education meetings.
 - Promotion Meeting 8th grade parents
 - A-G Presentations to understand the requirements for college
 - Parent/Teacher conferences for all students will be held in the Fall and as necessary or as requested by parents throughout the school year.
 - State standards for the grade level will be reviewed at Parent/Teacher conferences.
 - Student achievement expectations and results will be discussed at ELAC and SSC meetings.
 - Student achievement and opportunities for students to improve will be discussed at Back to School Night.
 - R. J. Frank Academy posts links to all the content area standards for all students (in both English and Spanish), on the website.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent trainings are offered throughout the school year, which include School Site Council, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- Parent trainings are offered throughout the school year, which include SSC, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
 - Professional development for teachers and support staff are offered throughout the school year.
 - Parents are adequately represented on school/educational partner groups at the site and district level including SSC, PTA, ELAC, DELAC and the Parent Advisory Committee.
 - Monthly newsletter sent to families updating them on events and learning going on at school.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent trainings are offered throughout the school year, which include SSC, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
 - R. J. Frank Academy coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
 - Connect parents with community resources
 - Parent Surveys sent home for ELAC, Panorama (SEL), Prop 28, and School Activities
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- All school communications, including print, video, and pictures, are sent home in both English and Spanish.
 - Translation is offered for all committee meetings including SSC, ELAC, etc.
 - Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the Oxnard School District (OSD) Mixteco translators.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Every year, the R. J. Frank Showcase Night highlights all the electives and special programs for the community.
- R. J. Frank Academy immediately provides translation for parents in person, online, or on the telephone.
- Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agenda/information requests.
- School Cultural and Academic Events held throughout the year: include Dia de Los Muertos cultural event and Academic Awards night each Trimester

2.3 Accessibility

The school, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, video, and pictures, are sent home in both English and Spanish.
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.
- R. J. Frank Academy posts, on the school website, links to content standards for all students and all content areas (in both English and Spanish).

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - R. J. Frank Academy meets all the Williams Act requirements to ensure all students have district adopted curriculum and a one-to-one iPad to ensure access to core curriculum with rigor. Teachers receive training in newly adopted curriculum and professional development in best practices. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information will include, School Parent Involvement Policy, Parent/Student Handbook, Volunteer Applications/Information, Assessment Information, and Curriculum Descriptions for English Language Arts and Math and other content areas. The school's web site provides information about the staff, classroom activities and parent resources, including the school calendar. In

addition, a brochure is distributed for each grade level describing which standards will be taught for the year.

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed.
- Parents/community members will be given timely responses to any concerns and suggestions.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Parent/Teacher conferences for all students will be held in the fall and as necessary or requested by parents throughout the school year.
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - R. J. Frank Academy sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June).
 - R. J. Frank Academy sends progress reports to students at the midpoint of each trimester notifying parents if their student is not making adequate progress academically.
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - R. J. Frank Academy regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including email, phone communication, and parent/teacher conferences.
 - R. J. Frank Academy parents are welcome to observe in classrooms with previous notification to the school.
 - Parents may volunteer at school after they are fingerprinted and cleared through the District Office.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - R. J. Frank Academy regularly communicates with parents, guardians, and educational partners in an ongoing manner throughout the year. This communication includes video bulletins (when applicable), email communication, voice messages, text messages, our district website, through our student applications on iPads, and through our school sponsored social media platforms.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Title I School-Level Parent and Family
Engagement Policy
Fremont Academy of Environmental
Science and Innovative Design
2024-2025



20 With approval from the local governing board, Fremont Academy has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Fremont Academy provides parents with a welcoming environment for them to be engaged in a productive way for the academic and social emotional health of their child. Our English Learner Advisory Committee (ELAC) and School Site Council (SSC) groups involve parents with the decision making at our school. During the first ELAC meeting each year, the ELAC members create a parent needs assessment, and it is sent to all parents. We use responses to plan workshops around their needs. Our PTA works with our community for fundraising opportunities.

The school has distributed the policy to parents and family members through our school website, Parent Square emails and phone messages directing parents to the school website.

21 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Fremont Academy, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

We provide Title I program information during Back-to-School Night. We also send Parent Square messages to distribute ELAC, SSC, and PTA information.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

We have open question and answer parent forum meetings where parents may ask questions. Days and times of meetings are scheduled based on parent request and need as indicated in the Parents Needs Assessment.

Regular meetings include SSC, ELAC, Coffee with the Principal and Coffee with the Counselors

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Title I funds and Title I funded programs are reviewed with ELAC and SSC throughout the year. SSC and ELAC review the engagement policy and provide feedback, annually. SSC approved the policy.

- d) Fremont provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Information is distributed to families during our Back-to-School Night.

SSC regularly monitors Title I funding and the programs supported by those funds at regular SSC meetings throughout the year.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

Teachers provide this information during Back-to-School Night. Student progress reports are sent home three times a year and trimester grades are also sent three times a year. State test results are available through Parent Connect and also placed in students cum folders. Hard copies are available on request.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally, our counselors work with our criteria 2 students to discuss strategies to increase success and social-emotional well-being.

Parents are part of the decision-making process through development of the SPSA through ELAC and SSC.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

Fremont will immediately submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

Parents may provide input to SSC through ELAC. Responses will be made available through those meetings.

22 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Teachers conference with parents after the first trimester and discuss these components. During IEPs, SSTs, and 504s, these assessments may be discussed. English learners continue to be monitored for 4 years after reclassification. The Elevations program is used to keep track of the 4-year period.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

At Fremont, we offer an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. We also offer parent education meetings related to the use of Canvas, Student Connect, CAASPP information, Fremont common formative assessment and California state standards information meetings.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Professional development is provided through curriculum trainings and SIP days throughout the year.

Teachers use common applications and message delivery systems to communicate with parents, such as Canvas, email, and phone calls. Training is provided on the use of Canvas as a communication tool.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

To ensure that our parents feel connected to our school, we offer programs for parents that meet the needs of our families based on surveys and parent requests. We are also planning on adding parent meeting nights for Q and A with administration and counselors, so that parents can have access to the leadership team. As a metric to determine effectiveness of parent engagement we will utilize the parent survey portion of the district's Panorama program. We also gave parents a beginning of the year parent needs assessment through ELAC and will do an end of the year post assessment.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

We send Parent Square phone messages, emails, texts, flyers and post information on our school website in multiple languages.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Every year we also have our Fremont Academy 5th Grade showcase night where we highlight all of our electives and special programs for the community.

23 Accessibility

Fremont Academy, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Flyers and all parent communication are distributed in English and Spanish through multiple modes, such as, distribution on school website, parent phone calls, emails and text messages.

Translation is provided in Spanish, when necessary, for informal and formal communication and at meetings.

24 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Fremont Academy meets all the Williams Act requirements to ensure all students have district adopted curriculum and a one-to-one iPad to ensure access to core curriculum with rigor. Teachers receive training in newly adopted curriculum and professional development in best practices. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information is included in the following: School Parent Involvement Policy, Parent/Student Handbook, Volunteer Applications/Information, Assessment Information, and Curriculum Descriptions for English Language Arts and Math and other content areas. The school's web site provides information

about the staff, classroom activities and parent resources, including the school calendar. In addition, a brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

At Fremont Academy, parent conferences are held two times a year; one in the fall and one in the spring we have two parent conferences; in the fall and spring.

Items included in the Compact are addressed during conferences and ELAC and SSC meetings.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Student progress reports are sent three times a year and trimester grades are also sent three times a year. State test results are available through Parent Connect and also placed in students' cum folders.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents may participate in their child's class after they are fingerprinted and cleared through the district office.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Our bilingual staff calls and holds meetings with parents in their primary language when applicable. Monolingual teachers are provided with the support of a bilingual staff member to translate, when applicable.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Harrington School
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(805) 385-1542 Fax: (805) 815-2486

5

Title I School-Level Parent and Family Engagement Policy Harrington School 2024-2025

2.0 With approval from the local governing board, Harrington School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. At Harrington we provide parents with a warm welcoming for the parents to engage in their students' academic and social emotional wellbeing. At the start of the year Harrington hold ELAC and SSC committees to ensure that parents are able to be part of the decision making. In our ELAC there is a needs assessment that ELAC creates. This is sent home and from the responds we work as a school in planning workshop and parent nights for the parents and their needs. The school has distributed the policy to parents and family members of children served under Title I, Part A. through our school website, ParentSquare messages and text messages. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Harrington School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - Once a year Harrington School will hold a Back-to-School Night. The parents will be invited to attend this night. The principal will present information about parents' participation in the Title I program, explain the requirements of Title I, and parents' rights to be involved.
 - The school will also send ParentSquare messages to distribute ELAC, SSC, and PTA information.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
- Harrington School will offer meetings that are flexible for parents. Data from the Parent Need Assessment will be review to make meetings for parents flexible based on their availability. These meetings will be based on a Parent Need Assessment.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- At Harrington, ELAC and SSC will review the policy and provide feedback every year about the effectiveness of the implemented family engagement activities, and adjustments will be made accordingly.
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - The information will be distributed at our back-to-school night.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
 - Teachers provide this information during Back-to-School Night at the beginning of the year.
 - Student trimester grades are also sent three times a year.
 - State test results are mailed home and placed in students cum folders.
 - Parent/teacher conferences for all students after the first trimester, and as needed after the second trimester. (Translation available as needed)
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - Parents participate in IEP, SST, 504, parent conferences, ELAC and SSC meetings where they are direct partners in the decision making concerning their child.
 - Our counselor work with our criteria 2 students on academics and social emotional well -being to discuss strategies to increase success in both academic and social emotional .
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Parents can provide input at ELAC and SSC meetings. Both committees will respond to their questions.
- Through informal requests for parent meeting, Back to School Night, and parent training opportunities

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - Explained and discuss student achievement expectations and results at ELAC and SSC meeting.
 - Review state standards for the grade level at parent/teacher conferences.
 - Hold parent/ teachers' conferences for all students in the fall and as necessary or requested by parents throughout the school year.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
 - At Harrington we hold parent nights by the teachers, ORC, school counselor, and principal. The topics focus on the social emotional and academic needs of students. Teachers provide parents with parent nights on how to help your child with homework. How to log on to CANVAS and navigate CANVAS are only some examples.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
 - At Harrington professional development is provided through SIP days and curriculum training throughout the year. For example, sharing with teacher's research-based engagement activities that have a direct impact on student outcomes.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- At Harrington we have the Harrington State Preschool, CDR- Mary Crawford Preschool, CDI- Harrington Preschool, and CAPLSO Preschool we work directly with. We also work with ELAC and SSC throughout the year.
 - Parent training including parent workshop, school site council, ELAC, technology trainings are offered throughout the school year. We have parent's night where the preschool parents are invited to visit the school before their children enter kindergarten.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- Harrington School sends ParentSquare phone messages, emails, texts, flyers and we also post information on our school website. All communication is in English and Spanish.
 - Translations is offered in all the meeting SSC, ELAC, and PTA.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Harrington provides translation for parents in person, online, or on the telephone.
 - Parents are encouraged to participated in parents' workshops and trainings. At these meeting parents are asked for suggestions about future meetings.

2.3 Accessibility

Harrington, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Parent communication is all distributed in Spanish and English. This communication includes phone calls, emails, text messages and information posted on our school web page. All information given to our parents is translated. We also translate for our SSC and ELAC. Mixteco translation is arranged through the Oxnard School District.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - At Harrington School we provide high quality instruction in a supportive and meaningful environment. Students served under Title 1 meet the statewide academic grade level content standards.
 - The school informs parents about intervention, and enrichment opportunities.
 - The staff works directly with the parents to support the students' learning. Staff will hold training for the parents on how to support their students at home.
 - We continue the communication throughout the year through progress reports and parents' conferences. We create a positive school climate through the implementation of CHAMPS and PBIS programs to create a safe and nurturing school and classroom environment that is conducive to learning.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - At Harrington we hold all parent conferences in the fall and in the spring as well as when a parent request-one.

- The Compact is reviewed with parent on our Back to School Night in September.
2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])
 - Grade notifications go out three times a year at Harrington in November, March, and June.
 - Parents have access to view grades via Q.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Harrington welcomes parents to observe or volunteer in the classroom with previous notification to the school.
 - We also communicate with parents in a variety of ways which include email, phone communication, and parent/teacher conferences.
 - Parent are informed on the district’s volunteer policy on Back to School Night, PTA, ELAC and SSC meetings.
 - At the end of the year parents will be recognized with a certificate.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Harrington School communicates with parents on a regular basis through emails, voices messages, district webpage, and text messages. Parents are given the opportunity to provide input through PTA, SSC, and ELAC meetings.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school’s programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

Title I School-Level Parent and Family Engagement Policy

Kamala School

November 20, 2024

2.0 With approval from the local governing board, Kamala School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. [The plan is reviewed by parent committees, including school site council \(SSC\) and the English Learner Advisory Committee \(ELAC\).](#) The school has distributed the policy to parents and family members of children served under Title I, Part A. Parents and the Kamala community is able to review the Policy at the main office. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Kamala School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

[The meeting takes place as part of our annual Back to School Night, and over 500 parents attend. Parents are informed of their school's participation in the Title I program, the requirements of Title I are explained, as are the rights of parents to be involved. Elections for committees are held, as necessary.](#)

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) [Our ELAC and Café Con Nosotros meetings take place in the morning, while SSC and PTA take place in the afternoon. Childcare is available if needed. Title I funds are utilized to provide parent education opportunities and parent workshops \(such as Disciplina Positiva and Social Worker Parent workshops\) for parents and provide translation to encourage parents to participate.](#)
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

The School Site Council and ELAC meet at least six times during the year. The parent engagement plan is reviewed annually during one ELAC and one SSC meeting. Title funds and activities are reviewed at School Site Council and ELAC meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities. Regular/ongoing messages through ParentSquare are shared with parents regarding opportunities for students to participate in activities to support student achievement.

- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) A meeting about Title I is held during Back to School Night. Timely information is shared through parent emails, Back to School Night, ELAC, SSC, and PTA (in English/Spanish for all activities).
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
At Back to School night, “Cafe con nosotros,” and at SSC and ELAC meetings, student achievement data is presented with an opportunity for questions from parents. Information about district-adopted curriculum is also shared. Student state testing results (ELPAC and CAASPP) are made available through the School Accountability Report Card which is available online. Hard copies are available on request.
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
Each ELAC meeting and “Cafe con nosotros” includes time for parents to make suggestions and share concerns. If parents email or call the school requesting to speak with an administrator, their call is returned within one school day. SSC and ELAC members also have opportunities to participate in decision making which affects students.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) Kamala administration will submit as soon as practicably possible all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
Parents will be provided assistance in understanding academic content and achievement standards and how to monitor and improve achievement of their child through parent conferences, kinder parent nights, back to school night, general parent information meetings, parent workshops and regular meetings such as, ELAC and Cafe Con Nosotros. Additionally, our counselors and ORC work directly with parents as needed.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
Parent trainings are offered throughout the school year, which include parent workshops through Disciplina Positiva (see description below) and parent workshop series with a Ventura County Social Worker (see description below).

Disciplina Positiva is a series of 6 parent workshops to teach families about positive discipline founded on mutual respect rather than punishment. The workshops focus on being firm and kind at the same time, learning creative cooperation, self-discipline. The workshops focus on:

1. overcome communication obstacles
2. calm power struggles
3. avoid the dangers of praise
4. strengthen your message of love
5. build based on strengths, not weaknesses
6. make children assume their responsibilities while keeping self-respect intact
7. not teaching children what to think, but how to think
8. get cooperation at home and at school

The parent workshops will be a 6-week series that will take place on Thursday evenings from September – October 2024

Parent Workshop series with VC Social Worker:

This 6 week series takes place on Thursday evenings from October 2023-November 2023. Topics addressed in the parent workshops included:

1. Social media and it's place in education
2. being an advocate to your child
3. Student motivation
4. building a partnership with school
5. Vaping, Drugs, and alcohol and it's effects on teenagers.

In addition, parents have opportunities to attend the following to improve their child's achievement; SSC, ELAC, Café con nosotros, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

These topics are communicated with staff during staff meetings and other professional development opportunities.

In addition, Kamala staff has organized 2 opportunities for staff to go into the community and have lunch with Kamala families. This provided a unique time for school staff to listen to parent contributions, communicate, continue to build a partnership, and further build ties between the parents and the school.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Kamala hosts a Healthy Start Counselor on campus to provide additional services on campus. The counselors regularly connect parents with federal, state, or local services based on need.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) All materials are provided in English and Spanish. The school utilizes Mixteco translators employed by the district, as needed. Translation is offered for all committee meetings and workshops.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Parents with additional needs are encouraged to contact to the school office and/or contact parents through ParentSquare.

Other reasonable forms of support for parental involvement include: chaperoning field trips, volunteering in classrooms, participating in events such as Read Across America, invitations to events such as Fiestas Patrias, Cinco De Mayo and The Talent Show.

2.3 Accessibility

Kamala School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All meetings are held in both English and Spanish. Any parent needing accommodations during a meeting, including accommodations needed due to a disability, should contact the front office for assistance. All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Kamala School provides parents with information about intervention and enrichment opportunities.

Staff works directly with parents to support students and offers parent trainings on how to support students.

Ongoing regular communication with parents regarding their child's progress includes progress reports, parent conferences, and the implementation of parent monitoring tools within Q and Canvas.

A positive school climate through consistent, clear expectations creates a safe and nurturing school and classroom environment that is conducive to learning.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
Conferences are held in November for all students and February for all students who need or request a conference.
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Teachers update parents on progress regularly. Report cards are provided at the end of each trimester (November, March, and June). Middle school grades are posted each trimester, and parents receive advanced notice if their child is earning a D or F.
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
Parents are encouraged to complete a district volunteer form so they can assist in the classroom, chaperone field trips, or provide other volunteer services.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
All written communications are provided in English and Spanish. Recorded messages from the school are in English and Spanish. All members of the office staff are bilingual in English and Spanish. The school utilizes Mixteco translators employed by the district as needed.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Lemonwood School Title I School-Level Parent and Family Engagement Policy

Title I School-Level Parent and Family Engagement Policy

November 2024

2.0 With approval from the local governing board, **Lemonwood School** has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from the School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Our plan is distributed through paper copies sent in the beginning of the school year packet sent to families, and our website. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at **Lemonwood School**, the following practices have been established:

- The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]). This portion is done at Back-to-School Night.
 - Parents will be informed of their school's participation in the Title I program.
 - Requirements of Title I are explained.
 - Rights of parents to be involved are explained.
 - Election of parents to advisory committees occurs, as needed.
- The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school.
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Lemonwood School Title I School-Level Parent and Family Engagement Policy

- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Parent Needs assessment survey helps [Lemonwood School](#) to collect data on family needs.
 - [Lemonwood School](#) holds regular Title 1 meetings during the school year, such as Back to School Night, Open House, and Coffee with the Principal meetings.
 - Title funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
 - Regular/ongoing messages with parents regarding opportunities for students to participate in activities which support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal, Coffee with Counselor and Outreach Specialist, PTA etc. are regularly offered and Title funds will be utilized to provide training, materials, refreshments, etc. for parent trainings/meetings (for in-person meetings/trainings).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC. The school provides parents of participating children with the following:
 1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
Lemonwood commits to holding an annual Title 1 meeting, in addition to sharing information and obtaining input from families at our SSC, ELAC, and Coffee with the Principal Meetings. Timely information is shared through Parent Square, the weekly newsletter, the marquee, flyers, and parent teacher conferences.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
Lemonwood commits to sharing information and obtaining input from families at our SSC, ELAC, and Coffee with the Principal Meetings. Furthermore, Lemonwood holds PBIS meetings which are open to our community to support us in supporting our students through positive behavior interventions. Additionally, Lemonwood holds parent teacher conferences, posts the School Accountability Report Card making it accessible, has an updated website utilized to share information, and supports parents in accessing and utilizing Parent Connect for updated in the moment information on student progress and grades. Lastly, teachers



Lemonwood School Title I School-Level Parent and Family Engagement Policy

use assessments to monitor school goals and as a district, OSD uses STAR 360 to evaluate proficiency.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Lemonwood commits to having open and frequent communication with families, including holding parent conferences, addressing concerns, and holding events that our entire community can be part of (i.e. musical performances, partnerships with local high schools and colleges, Trunk or Treat, etc.), as well as ensuring our students have the opportunity to be in events within our community (i.e. sporting events, parades, showcases, community runs, etc.)

- If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
Lemonwood commits to keeping the SPSA a transparent and living document which will be available to be viewed and discussed at all SSC, ELAC, and Coffee with the Principal meetings. We want to ensure at Lemonwood that we continue to grow and modify our programs and goals to always grow and change as needed for our students and our community. Parents may request meetings both formally or informally to connect with school site personnel; on how to best support and work together for their children.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
Lemonwood, along with the entire Oxnard School District, commit to having a working partnership with our entire community, including having parent workshops and trainings to provide support to our parents in supporting their students. These will be done at both a site level and a district level on a



Lemonwood School Title I School-Level Parent and Family Engagement Policy

regular basis and fluctuate in frequency and topic based on the need of our families. Lemonwood commits to providing assistance in understanding academic content and achievement standards in addition to how to monitor achievement and progress via parent meetings, workshops, and support as requested and as the need is seen. Parent teacher conferences are held to communicate with parents. At Lemonwood parent meetings (SSC, ELAC, Coffee with the Principal, etc.) state standards and test results and expectations will be discussed and shared. Lemonwood commits to posting all information in both English and Spanish for our families to access and also to encourage them to join in on school wide activities such as awards ceremonies, growth parades, family engagement evenings, and more. Additionally, Lemonwood strives to ensure families are equipped with understanding and tools to support students in reclassification of their English Learner students in addition to providing Social Emotional tools for families to utilize at home.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]) **Lemonwood, along with the entire Oxnard School District, commit to having a working partnership with our entire community, including having parent workshops and trainings to provide support to our parents in supporting their students. These will be done at both a site level and a district level on a regular basis and fluctuate in frequency and topic based on the need of our families. Lemonwood has parent meetings and discussions on the state test scores and the standards, sharing at SSC, ELAC, and Coffee with the Principal. Additionally, Lemonwood holds meetings online and in person to best support families and accommodate to the needs and times their family needs. Lemonwood holds parent trainings on technology access for student progress monitoring, how to read and understand student progress monitoring such as a report card, and information on reclassifying students.**
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]) **Lemonwood commits to having an open door policy with it's families, we encourage parent participation and involvement in all aspects of school. We want parents to know that we are equal partners in their child's success and schooling and their involvement is encouraged. Furthermore, we communicate with parents by all means available, electronic, paper, telephone, in person, etc... We want to ensure that we are really giving**



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parents every opportunity to be informed and involved. Lemonwood keeps the website updated, utilizes Parent Square with a great success rate, and sends home paper flyers on all information as well. Lemonwood commits to sending things in both English and Spanish for all families.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
Lemonwood, along with the entire Oxnard School District, commit to having a working partnership with our entire community, including having parent workshops and trainings to provide support to our parents in supporting their students. These will be done at both a site level and a district level on a regular basis and fluctuate in frequency and topic based on the need of our families. Lemonwood has parent meetings and discussions on the state test scores and the standards, sharing at SSC, ELAC, and Coffee with the Principal. Lemonwood coordinates with parents and families to ensure that Lemonwood is represented at all district committees, including both the District English Language Advisory Committee and Parent Advisory Committee.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
Lemonwood communicates with parents by all means available, electronic, paper, telephone, in person, etc... We want to ensure that we are giving parents every opportunity to be informed and involved. Furthermore, we ensure that we honor, value, and communicate in every language spoken in our school and among our community members. School communications are done in video, print, pictures, via Parent Square, the website, and on paper all in both English and Spanish. Translation is also offered and readily available at all parent meetings including but not limited to SSC, ELAC, Coffee with the Principal, etc. Furthermore, Lemonwood utilizes OSDs Mixteco translators to ensure we reach our Mixteco families as well.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
Lemonwood, along with the entire Oxnard School District, commit to having a working partnership with our entire community and providing ample opportunity for parents to be involved in the school community through various means such as representation on meetings, being valued stakeholders and decision makers, volunteering for events, bringing ideas to



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the table and having them honored, supporting in classrooms, and supporting with extracurricular activities. Lemonwood offers translation for all families in the moment as needed along with encouraging family participation in all meetings, workshop, and decision making spaces at Lemonwood. Lemonwood sends communication out via video, the website, Parent Square, and flyers in both English and Spanish.

2.3 Accessibility

Lemonwood School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Lemonwood communicates with parents by all means available, electronic, paper, telephone, in person, etc... We want to ensure that we are giving parents every opportunity to be informed and involved. Furthermore, we ensure that we honor, value, and communicate in every language spoken in our school and among our community members. Furthermore translation is also offered and readily available at all parent meetings including but not limited to SSC, ELAC, Coffee with the Principal, etc. Lemonwood also utilizes OSDs Mixteco translators to ensure we reach our Mixteco families as well.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])



Lemonwood School Title I School-Level Parent and Family Engagement Policy

Lemonwood School will provide opportunities for students to receive interventions during the school day and afterschool, furthermore Lemonwood School will solicit and encourage parent participation in volunteering in the classroom as well as participating in decision making meetings which will affect the school community at large as well as their own child's education. Lemonwood takes on the role an responsibility of providing parents with information about intervention and enrichment opportunities, ensuring staff is available to work directly with parents to support students, and providing parent training on how to best support their students. Furthermore, Lemonwood ensures ongoing regular communication with parents regarding their student's progress, including progress reports, parent conferences, and implementation of parent monitoring tools such as Parent Connect. Lemonwood is committed to creating a positive school climate through our PBIS Committee, Safe and Civil Schools, and ensuring we treat everyone on campus with dignity and respect.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
Lemonwood School will ensure the compact is shared, explained, and recommitted to at the beginning of each school year to ensure families are aware of how they can best support and be involved as well as how students and teachers can best support and be involved. Parent teacher conferences are scheduled in the fall and as needed throughout the year to support families.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Lemonwood School will provide progress reports and report cards, as well as updates throughout the school year on their children's progress so that parents can be an active participant in ensuring students are making substantial growth and success in their overall academics. Parent teacher conferences are scheduled in the fall and as needed throughout the year to support families. Additionally, parents can receive live updated information on students via Parent Connect.



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3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Lemonwood commits to having an open door policy with it's families, we encourage parent participation and involvement in all aspects of school. We want parents to know that we are equal partners in their child's success and schooling and their involvement in encouraged.

Lemonwood uses the school website, Parent Square, and flyers to communicate with families in addition to keeping an updated marquee at all times. Furthermore, Lemonwood welcomes parent observations and volunteers in the classroom and invites parents to call to set up times to do so.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Lemonwood commits to communicating with parents by all means available, electronic, paper, telephone, in person, etc... We want to ensure that we are giving parents every opportunity to be informed and involved. Furthermore, we also ensure to provide parents the opportunity to create an open line of communication with us by providing them the training and resources to be able to do so. Lemonwood utilizes the school website, Parent Square, and flyers to communicate with families in addition to keeping an updated marquee at the front of the school.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet the changing needs of parents, family members, and the school. If the school has a process for involving parents and family members in planning and designing its programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Title I School-Level Parent and Family Engagement Policy

November 20, 2024

2.0 With approval from the local governing board, *Dr. Manuel M. Lopez Academy of Arts and Sciences* has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from the School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Our plan is distributed through paper copies sent in the beginning of the school year packet sent to families, and our website. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at *Dr. Manuel M. Lopez Academy of Arts and Sciences*, the following practices have been established:

- The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]). This portion is done at Back-to-School Night.
 - Parents will be informed of their school's participation in the Title I program.
 - Requirements of Title I are explained.
 - Rights of parents to be involved are explained.
 - Election of parents to advisory committees occurs, as needed.
- The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])



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- Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school.
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Parent Needs assessment survey helps *Dr. Manuel M. Lopez Academy of Arts and Sciences* to collect data on family needs.
 - *Dr. Manuel M. Lopez Academy of Arts and Sciences* holds regular Title 1 meetings during the school year, such as Back to School Night, Open House, and award ceremonies.
 - Title funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
 - Regular/ongoing messages with parents regarding opportunities for students to participate in activities which support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal, Coffee with Counselor and Outreach Specialist, PTA etc. are regularly offered and Title funds will be utilized to provide training, materials, refreshments, etc. for parent trainings/meetings (for in-person meetings/trainings).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and PTA and approved by SSC. The school provides parents of participating children with the following:
 1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) This Academic School Year, Our Title 1 meeting was held on September 5th, 2024 to provide all families with an overview of our Title 1 school and inform our parents about our initiatives to ensure that Title 1 funds are used to achieve our goals in our SPSA. This information was also shared in our student orientation held on August 6, 2024 on zoom to provide all families with an overview of our school year and how we plan to use Title 1 funds to support our students this school year. Finally, parents received this information in our first day of school packets that are sent home with



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every student on the first day of school. These forms are read by parents and returned to the school by the second week of school.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

Lopez Academy takes part of the annual Williams Act inspection that is conducted in September and October to ensure that every student has access to a district-adopted curriculum. Every year, we pass and remain in compliance with all textbooks and curriculum as required by the State of California. Our district's Director of Assessment and Student Achievement coordinated an Assessment Plan (with input from our local teachers' union) to set dates for common assessments that all grade level teachers must administer throughout the 2024-2025 Academic School Year. These assessments include STAR, IAB's, and writing assessments to monitor students' academic and linguistic progress in reading, writing, and mathematics. Assessment results inform our teachers' instruction and prepare our students for the end-of-the-year State assessments. Overall, students performance is measured in four levels that highlight if a student is above grade level (Level 4), at grade level (Level 3), near grade level (Level 2), or below grade level (Level1).

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Our goal is to hold PTA, SSC, and ELAC meetings once every 6-8 weeks by inviting parents to attend these meetings in person and/or through zoom meetings on Wednesdays from 3:30-6:30 PM. Parents learn about these meetings through advertisements on Parent Square, our school's website, information in our marquee, and through flyers sent home and displayed throughout our school. This information is always presented a week in advanced before any meeting is scheduled. During these meetings, a tentative date for the next meeting is scheduled and parents' feedback is considered when determining the tentative date. If parents share the need for a meeting before the 6–8-week period, the principal honors their requests to schedule the meeting earlier.

4. If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]). Before submitting our annual SPSA, our



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school's Learning Support Partner reviews our SPSA that was approved by SSC and reviewed our ELAC committee. Any concerns that were presented by parents are shared with our Learning Support Partner to consider when providing feedback our making any modifications to the SPSA. Overall, all parent concerns are addressed when developing the SPSA every year and all parents express satisfaction. Every parent has an opportunity to share their input as we develop this important plan every year.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a. The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

On August 6, 2024, all parents were invited to a student orientation where the admin and counseling team reviewed the importance of monitoring students' grades through Q and Canvas platforms. Parents learned ways to access this information and how to reach out to their child's teachers or counselors for any questions regarding their child's academic progress. On September 5th, 2024, all parents were invited to our school to visit each of their child's classroom and learn about each teacher's grading policy, assessments, and curriculum used for their class. Parents had the opportunity to ask questions and learned several ways to connect with each teacher for any questions or concerns.

b. The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

During Back-to-School Night on September 5th, 2024, eight school and community resources were invited to attend to provide parents with several flyers with professional development opportunities, workshop information, and parent classes that are offered through our school district and community. Parents learned about ways to support their children at home and ensure their children came to regularly school every day. These community resources were also available to all families that attended all other school-wide events.

c. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in



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the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]) Throughout the school year, our district provides teachers with several workshops through our contracted SIP days. Several of these workshops pertain to family and community engagement and cultural proficiency. In addition, Lopez Academy uses several staff meetings to discuss parent engagement strategies through presentations and professional developments led by the school's administrative and counseling team. Data and research is presented and reviewed with the teaching staff to learn about our student groups and determine ways to support our parents and students in our community. Social workers and counselors led presentations throughout the school year on student engagement and protocols to advocate for students and families that face challenges.

d. The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]) Community and school personnel (primarily administrators, counselors, and ORC) invite parents to several workshops throughout the school year to discuss topics that are important to our parents. Most workshops pertain to attendance, vaping, gang affiliation, mother-daughter classes, literacy, and expanded learning opportunities for their children to engage in educational activities before and after school.

e. The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]). All communication is presented to all our families in English and Spanish a week before any meetings are scheduled, along with all other school information. This information is sent to parents through Parent Square, and displayed on our school's website, marquee, and flyers displayed at school and are sent home with our students. Mixteco speaking parents also benefit of district translators that can support during any meeting as requested by the parent and school.

f. The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Our school secretaries, counselors, para professionals, campus supervisors, and other educators are available to accommodate any parents and students who request additional linguistic or instructional support. Our school is well-staffed and ready to support all families during our school-wide events and activities. Parents can request



these accommodations in advance to any of our office personnel or teachers, especially during formal meetings, such as SST's, 504's, IEP's, and student conferences.

2.3 Accessibility

Dr. Manuel M. Lopez Academy of Arts and Sciences, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All information regarding upcoming parent and family participation opportunities are communicated a week before through several different digital and physical platforms in English and Spanish. During these events, translation is provided, and all communication is presented in multiple languages for all families to access.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The School-Parent Compact is presented and approved by our School Site Council every year. We believe that this information is critical for ELAC and SSC to review before this information is communicated to our community every year. The School-Parent Compact is displayed in our school's website, sent to all families at the beginning of the school year, and displayed in every



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school building (and classrooms) throughout the school year. Our goal is for all families to know the importance of their child's academic achievement by understanding the curriculum, assessments, and ways to be involved in their child's education by volunteering and attending ELAC, PTA, and SSC meetings. In addition, Lopez Academy met the state's expectations to be in compliance with the Williams Act for instructional materials and facilities. Every student received a chrome book this school year to access a digital copy of their assigned curriculum. Using our district adopted curriculum, teachers are designing units of study that develops all students' academic and linguistic growth.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

All families and students are invited to attend our annual Student-led conferences in mid-November 2024, as an opportunity for parents to discuss their child's academic, attendance, behavioral, and social-emotional development with their child's teachers'. Teachers review the child's Trimester 1 Report Card and presents work samples of what the child is doing in class. In February, families are invited to attend teacher conferences once again if their child is earning a D or an F in one or more classes. This serves as an opportunity to explore ways to increase academic achievement and support the child at home and at school. For this school year, all teachers entered detailed and customized academic comments on each student's report card. Our goal is to provide detailed information on every student's development.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Every six weeks, all families receive their child's Progress Reports to informed them of their child's grades and progress. Parents are presented with information to monitor their child's work completion and support their child at home. Parents are expected to sign and return these forms to ensure that they read and discuss it with their child. Conferences with teachers and counselors are available to families upon request from the parent.



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3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Lopez Academy regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including email, phone communication, and parent/teacher conferences. Lopez Academy are welcome to observe in classrooms with previous notification to the school and if arranged with the teacher. Classroom visits are limited to a small period of time to minimize distractions and maximize student learning.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Lopez Academy regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year in English and Spanish. This communication includes video bulletins, email communication, voice messages, our district website, through our student applications on their chromebooks, and through our school sponsored social media platforms. This year, most of the communication is through the Parent Square platform.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet the changing needs of parents, family members, and the school. If the school has a process for involving parents and family members in planning and designing its programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Marina West Elementary School
2501 Carob Street, Oxnard, CA 93035
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Title I School-Level Parent and Family Engagement Policy

2024-2025

2.0 With approval from the local governing board, *Marina West Elementary School* has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Our plan is distributed through paper copies sent at the beginning of the school year, a packet sent to families, and our website. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at *Marian West Elementary School*, the following practices have been established:

- a. The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]). This portion is done at Back-to-School Night.
 - o Parents will be informed of their school's participation in the Title I program.
 - o Requirements of Title I are explained.
 - o Rights of parents to be involved are explained.
 - o Election of parents to advisory committees occurs as needed.
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])



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- Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school.
- c. The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Parent Needs assessment survey helps Marina West Elementary School collect data on family needs.
 - Marina West Elementary holds regular Title 1 meetings during the school year, such as Back to School Night, Open House, and Coffee with the Principal meetings.
 - Title funds and activities are reviewed at School Site Council meetings throughout the school year, and adjustments are made based on available data/information regarding the effectiveness of activities.
 - Regular/ongoing messages with parents regarding opportunities for students to participate in activities that support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal, Coffee with Counselor and Outreach Specialist, PTA, etc., are regularly offered, and Title funds will be utilized to provide training, materials, refreshments, etc. for parent training/meetings (for in-person meetings/training).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.
- d. The Parent and Family Engagement Policy is reviewed by ELAC and SSC annually to collect feedback on the effectiveness of the included activities:
 1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - Marina West Elementary School holds regular Title 1 meetings.



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- Timely information is provided through parent emails, Back to School Night, Open House, ELAC, SSC, Coffee with the Principal, and PTA (interpretation in English/Spanish for all activities and Mixteco as needed).
 - Parent/teacher conferences for all students are held after the first trimester and as needed after the second trimester (translation available as needed).
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
- Teachers share information about the adopted curriculum during Back-to-School Night.
 - Parent meetings, including ELAC, SSC, and other meetings, are held regularly, and student achievement data is presented with an opportunity for parents to ask questions.
 - Parent/Teacher conferences for all students are held in the fall and as needed in the spring trimester.
 - Parent/Teacher conferences are also scheduled as necessary throughout the school year.
 - Posting of California School Accountability Report Card is done annually, as required.
 - Marina West Elementary School posts links to content area standards for all grades (in both English and Spanish) on our website.
 - Standards-based Report cards are sent home at the end of each trimester.
 - Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available upon request.
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])



Marina West Elementary School
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- At Marina West Elementary School, parents are offered the opportunity to provide input for the School Plan for Student Achievement during regularly scheduled parent committees such as ELAC, SSC, and PTA. If parents request, Marina West Elementary School provides opportunities for regular meetings to formulate questions and participate, as appropriate, in decisions relating to their child's education. Responses to any such suggestions are provided as soon as feasibly possible.
 - Informal requests for parent meetings, Back to School Night, Coffee with the Principal, Coffee with the Outreach Specialist and Counselor, parent training, and other opportunities are offered for parents to participate in decision-making.
- e. If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
- Marina West Elementary School will submit, as soon as practicably possible, all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).
 - Areas that need improvement will be addressed through the site SPSA input will be gathered from stakeholder groups

2.2 Building Capacity for Involvement

To ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a. The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])



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At Marina West:

- Through general parent information and parent education meetings, parents will be assisted in understanding academic content and achievement standards and how to monitor and improve their child's achievement.
 - Parent/Teacher conferences for all students will be held in the fall and as necessary or as parents request throughout the school year.
 - State standards for the grade level will be reviewed at Parent/Teacher conferences.
 - Student achievement expectations and results will be discussed at ELAC and SSC meetings.
 - Student achievement and student improvement opportunities will be discussed at Back-to-School Night.
 - Marina West Elementary School's website posts links to all the content area standards for all students (in English and Spanish).
 - Create flyers with QR codes linking to helpful guides and resources for parents, including K-5 report card videos and tips for parent conferences
- b. The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent training, including parent workshops, SSC, ELAC, technology training, and other topics, are offered throughout the school year as coordinated by the school administration, School Counselor, and Outreach Specialist.
 - Parent workshops and training sessions may include STEAM Nights, Family Nights, technology and app training, literacy information sessions, reclassification support, cyber safety education, math workshops, social-emotional wellness, anti-bullying education, and strategies for supporting students academically at home
- c. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])



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- To strengthen the relationship between parents and the school, the school will offer parent training, workshops, and other ways to encourage parent participation throughout the school year as coordinated by school administration, counselors, and outreach specialist.
 - Parent training, including parent workshops, SSC Training, ELAC/DELAC Training, Reading and Math Nights, Technology training (Parent Square, AR), etc., are offered throughout the school year as coordinated by the school administration, teachers, School Counselor, and the Outreach Specialist.
 - Professional development for teachers and support staff is offered throughout the school year.
 - Parents are adequately represented on school/education partner groups at the site and district level, including SSC, PTA, ELAC, DELAC, and Parent Advisory Committee.
- d.* The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent training, including parent workshops, SSC, ELAC, Reading and Math Nights, technology training, etc., are offered throughout the school year as coordinated by the school administration, teachers, school counselor, and the outreach specialist.
 - Marina West Elementary School coordinates with parents/families to ensure we have parent representation at all district committees, including DELAC, Parent Advisory Committee, etc.
 - There are many opportunities for parents to be involved at Marina West Elementary School, which include Books, Blankets, and Bonding, Spring Art Show, SEL and Academic workshops, Book Fairs, OSD Creates, Movie Nights, Grade Level Showcases, Family Nights, and Academic Celebrations, Cookies with Santa, Meet and Greet with the SRO, Holiday Fun Run, Resource Fair during Back-to-School Night.



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- e. The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- All school communications, including print, audio phone messages, videos, Parent Square, school Twitter and Instagram accounts, are sent home in English and Spanish.
 - Translation is offered for all committee meetings, including SSC, ELAC, PTA, etc.
 - Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators as needed.
- f. The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Marina West Elementary School provides immediate translation for parents in person, online, or by telephone.
 - Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for recommendations for topics of interest to guide future agenda items.
 - Parents are encouraged to participate and provide suggestions for training/topics of interest through the annual Needs Assessment Survey. Some topics might include cyber safety, school safety, drug awareness, A-G requirements, technology support, or understanding grade-level standards.

2.3 Accessibility

Marina West Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])



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- All school communication, including print, audio phone messages, video, and pictures, are sent home in English and Spanish.
- Translation is offered for all committee meetings, including SSC, ELAC, etc.
- Spanish translation is available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators.
- Marina West Elementary School posts links to content standards for all grades and content areas (in English and Spanish) on our website.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Our focus is on providing high-quality curriculum and instruction. We engage in standards-based instruction and use the board-approved curriculum.
- We monitor student outcomes through regular data collection and have weekly, ongoing grade-level collaboration.
- At Marina West Elementary School, this responsibility includes providing parents with information about intervention and enrichment opportunities, ensuring staff availability to work directly with parents to support students, and providing parent training on how to support students.



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- We ensure ongoing, regular communication with parents regarding their student's progress, including progress reports, parent conferences, the implementation of parent monitoring tools within Q and Canvas, and the creation of a positive school climate through the implementation of PBIS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Parent/Teacher conferences for all students are held in the fall as necessary or as parents request throughout the school year.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Marina West Elementary School sends out formal grade notifications three times yearly (after each trimester in November, March, and June).
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Marina West Elementary School communicates regularly with parents about the variety of ways in which parents/guardians can directly communicate with staff members, including flyers, LMS Canvas, Parent Square (email, phone communication, Texts), parent/teacher conferences, and other school-approved platforms.
 - Marina West Elementary School Parents are welcome to observe in classrooms with previous notification to the school and approved Volunteer Form on file.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])



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- Marina West Elementary School communicates regularly with parents, guardians, and stakeholders throughout the year in a language they can understand. This communication includes video bulletins, email, audio phone messages, Parent Square, the use of our district website, our student applications on iPads, and our school-sponsored social media platforms.
- Parents have the opportunity to provide input and feedback at meetings, surveys, parent conferences, classroom communication folders, phone calls, email, and Canvas.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet the changing needs of parents, family members, and the school. If the school has a process for involving parents and family members in planning and designing its programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Thurgood Marshall K-8 School
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Title I School-Level Parent and Family Engagement Policy
Thurgood Marshall School
December 2024

2.0 With approval from the local governing board, Thurgood Marshall School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. through paper copy sent in the beginning of the school year packet sent to families, our website, and through paper copy upon request. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Marshall School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

During the Title I meeting, which occurs at Back to School Night:

- Parents are informed of their school's participation in the Title I program.
 - The requirements of Title I are explained.
 - The right of parents to be involved is explained.
 - Election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA, etc.
 - Parent meetings are held at different days/times to accommodate parent availability.
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate.
 - A variety of different parent education programs are offered throughout the school year such as Latino Literacy Project, Loving Solutions, and Parent Project.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Marshall holds regular Title 1 meetings during the school year, such as Back to School Night and Coffee with the Principal meetings.
- Title funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
- Regular/ongoing messages are shared with parents through Parent Square regarding opportunities for students to participate in activities to support student achievement.
- Parent training, parent education, SSC, ELAC, etc. are regularly offered and Title funds will be utilized to provide training, refreshments, etc. (for in-person meeting/trainings).
- The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Marshall holds regular Title 1 meetings.
- Timely information is shared through Parent Square, parent emails, Back to School Night, ELAC, SSC, and PTA (in English/Spanish for all activities).
- Parent/teacher conferences for all students are offered after the first trimester, and as needed after the second trimester during the spring (translation available as needed).

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Parent meetings including ELAC, SSC, and other meetings are held regularly where student achievement is presented with an opportunity for questions from parents.
- Parent/Teacher conferences for all students are offered in the fall, and as needed in the spring trimester. Parent/Teacher conferences are also scheduled as necessary throughout the year.
- Posting of the California School Accountability Report Card is completed annually, as required.
- Marshall School posts, on our website, links to content standards for all students and all content areas (in both English and Spanish).
- Information about district-adopted curriculum is shared during Back to School Night and Parent/Teacher conferences.
- Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- At Marshall, parents are offered the opportunity to provide input for the School Plan for Student Achievement during regularly scheduled parent committees such as ELAC, SSC, and PTA.

- If requested by parents, Marshall provides opportunities during regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions as soon as practicably possible.
- Informal requests for parent meetings, Back to School Night, Coffee with the Principal, and parent training opportunities offer forums for parents to provide suggestions and to be involved in decision making. These include 8th grade Parent Information Night workshops, as well as A-G Requirements presentations.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Marshall will submit as soon as practicably possible all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- Parents will be provided assistance in understanding academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings.
 - Parent/Teacher conferences for all students will be held in the fall and as necessary or as requested by parents throughout the school year.
 - State standards for the grade level will be reviewed at parent/teacher conferences.
 - Student achievement expectations and results will be discussed at ELAC and SSC meetings.
 - Student achievement and opportunities for students to improve will be discussed at Back to School Night.
 - Marshall School posts links to all the content area standards for all students (in both English and Spanish), on our website.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent trainings are offered throughout the school year, which include SSC, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parent trainings are offered throughout the school year, which include SSC, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
 - Professional development for teachers and support staff are offered throughout the school year.
 - Parents are adequately represented on school/educational partner groups at the site and district level including SSC, ELAC, DELAC, PTA and the Parent Advisory Committee.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent trainings are offered throughout the school year, which include SSC, ELAC, technology trainings, and parent workshops on topics as coordinated by the school administration, school counselor, and the outreach specialist.
 - Marshall coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish.
 - Translation is offered for all committee meetings including SSC, ELAC, PTA, etc.
 - Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators, as needed.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Marshall immediately provides translation for parents in person, online, or on the telephone.
 - Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agenda/information requests.
 - Parents are encouraged to participate and provide suggestions for trainings/topics of interest through the annual Needs Assessment Survey.

2.3 Accessibility

Thurgood Marshall School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish.
- Translation is offered for all committee meetings including SSC, ELAC, PTA, etc.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.

- Marshall School posts links to content standards for all students and all content areas (in both English and Spanish), on our website.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - Marshall School provides parents with information about intervention and enrichment opportunities. Staff works directly with parents to support students and offers parent trainings on how to support students. Ongoing regular communication with parents regarding their child's progress include progress reports, parent conferences, implementation of parent monitoring tools within Q and Canvas. A positive school climate through the implementation of CHAMPS and other programs creates a safe and nurturing school and classroom environment that is conducive to learning.
 - Marshall School posts links to content standards for all students and all content areas (in both English and Spanish), on our website.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent/Teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Parent/Teacher conferences for all students are held in the fall and as necessary or requested by parents throughout the school year.

 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Marshall School sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June).
 - Marshall School sends progress reports to students at the midpoint of each trimester notifying parents if their student is not making adequate progress academically.

 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Marshall School regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including Parents Square, LMS Canvas, email, phone communication, Parent/Teacher conferences, and other school approved platforms (such as ClassDojo and Remind apps).
 - Marshall School parents are welcome to observe in classrooms with previous notification to the school.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Marshall School regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes Parent Square messages and posts, video bulletins, email communication, audio phone messages, our district website, through our student applications on iPads, and through our school sponsored social media platforms.



OXNARD SCHOOL DISTRICT

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Christa McAuliffe K-5 School

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Title I School-Level Parent and Family Engagement Policy

Christa McAuliffe School

School Year 2024-25

2.0 With approval from the local governing board, McAuliffe Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Our plan is distributed through paper copies sent in the beginning of the school year packet to families and our website. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at McAuliffe Elementary, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) This portion is done at Back-to-School Night.
 - Parents will be informed of their school's participation in the Title I program.
 - Requirements of Title I are explained.
 - Rights of the parents to be involved are explained.
 - Nomination or election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 1. Title I funds are utilized to provide parent education opportunities and provide translation to encourage parents to participate in the school.
 2. Meetings are held in the morning, after school and in the evening. Parents are also invited to attend in-person or to attend via Zoom.

3. Meetings offer childcare, if needed. Typically, campus assistants supervise childcare during meetings if needed.
 4. Home visits are conducted as needed to meet family needs and provide resources.
 5. There are a variety of meetings that are offered to parents that range from: School Site Council (SSC), English Learner Advisory Committee (ELAC), Chat/Coffee with the Principal, PTA, Parent-Teacher conferences, Parent info nights, STEAM Night (e.g., Math Night), Kindergarten Orientation, Campus Tour, Meet New Families, and many more. The intent of the variety of meetings are to provide a range of services and to meet parent needs. Here, at McAuliffe School, we value the partnership between the school and community.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Parent Needs assessment survey helps [McAuliffe](#) to collect data on family needs.
- McAuliffe holds regular Title 1 meetings during the school year, such as Back to School Night, Open House, and Coffee with the Principal meetings.
 - Title funds and activities are reviewed at School Site Council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
 - Regular/ongoing messages with parents regarding opportunities for students to participate in activities which support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal, Coffee with Counselor and Outreach Specialist, PTA etc. are regularly offered and Title funds will be utilized to provide training, materials, refreshments, etc. for parent trainings/meetings (for in-person meetings/trainings).
 - The Parent and Family Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC. [At the school site, The Parent and Family Engagement Policy is reviewed by the Leadership team and by the ORC and Counselor.](#)
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - [McAuliffe holds an annual Title 1 meeting via Back to School Night at the beginning of the school year to inform the community of Title 1.](#)
 - [Communication about the Title 1 program and Back to School Night is timely through weekly family bulletin from the Principal sent via ParentSquare, Teacher communication platforms \(i.e., ParentSquare, Class Dojo, Remind, Canvas\), Monday announcements, and ORC/counselor newsletters and social media.](#)
 - [In addition, a video is recorded of the presentation with Title 1 information. The video is posted on the school website.](#)
 2. A description and explanation of the curriculum in use at the school, the forms of

academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Advisory Meetings, such as ELAC and SSC, where curriculum is explained and academic assessment data are reviewed.
- Posting of California School Accountability Report Card annually, as required.
- Chat with the Principal Meetings where curriculum is reviewed, as well as academic assessment data.
- Monthly ORC/Counselor newsletter with reference to SEL and Panorama data.
- STEAM Night (e.g., Math Night and Literacy Night) where curriculum is reviewed.
- Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.
- Parent/Teacher conferences for all students in the fall, and as needed in the Spring Trimester. Parent/Teacher conferences are also scheduled as necessary.
- Report cards sent home three times a year – at the end of each trimester.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents are offered the opportunity to provide input for the School Plan for Student achievement during regularly scheduled parent meetings such as, ELAC, SSC and PTA.
- Other meeting opportunities for parents to formulate suggestions in decisions relating to the education of their children:
 - Chat with the Principal
 - School Site Council
 - ELAC
 - PTA
 - IEPs, SST, 504
 - Per parent request

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- McAuliffe will immediately submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).
- In addition, parents have the opportunity to submit a Uniform Complaint Procedure form via the Oxnard School District website.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - At parent/teacher conferences, teachers explain topics such as the CA academic standards, the local (STAR) assessment, and the student's progress.
 - Report cards encompass how individual students are performing based on CA state standards.
 - School-wide achievement data through State and Local assessments are presented at Back-to-School Night, ELAC, SSC, and Chat/Coffee with the Principal.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
 - Chat with the Principal provides parents with materials and trainings to help parents work with their children to improve student achievement.
 - Topics addressed include attendance, reading at home, homework strategies, progress report cards, and much more.
 - The ORC and School counselor continually provides parents with materials and resources to help and support them. Parents are asked to give input for Parent Education topics that are important and relevant to them.
 - The ORC & School Counselor presents information at meetings, attends events, sets up an area to provide information and contacts individual families to meet their needs.
 - The ORC posts all updated information on the website and conducts SART Attendance Meetings.
 - During STEAM Night (e.g., Math Night and Literacy night), parents are provided materials and resources to help improve the achievement of their child(ren).
 - IEPs, SSTs, and 504s, provide an action plan for the student to progress and also serves as a platform to discuss ways to improve the child's achievement.

- During SSC and ELAC meetings, topics and trainings are discussed to help support parents based on need.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- The staff at McAuliffe continues to reiterate the theme with families that the partnership between the school and families is vital to student success. Parents are invited to volunteer in the classrooms as needed and participate in field trips. Programs have been implemented to build ties between parents and the school:
 - Back to School Night
 - Open House
 - STEAM Night (e.g., Math Night)
 - Book Fair
 - Kindergarten Reading on the Lawn
 - Student Awards Assemblies (e.g., Trimester Awards, Reclassification, and Accelerated Reader Assemblies)
 - Site and District Parent Education/Workshops (e.g., Nutrition, Report Cards Overview)
 - Halloween Parade
 - Coffee with the Cops
 - PTA Events (e.g., Skate Nights, Trunk or Treat, Movie Night)
 - Read Across America Week
 - Black History Celebration
 - ASP events (e.g., Parent Orientation, Lights On)
 - Kindergarten and 5th Grade Promotion Ceremonies
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent involvement activities and programs to support parents in fully participating in the education of their children include:
 - Resources supported by ORC/School Counselor:
 - The ORC/School Counselor presents at meetings such as ELAC, SSC, and Chat with the Principal. The ORC/School Counselor presents on topics such as reading at home, homework strategies, attendance, and time management.

- Frequent communication and resources for student groups such as English Learners, McKinney-Vento, Foster, and low-socioeconomic.
 - Resources and information available during school events such as STEAM night, Math Night, Literacy Night, Back to School Night.
- Parent Education for families to learn about the curriculum and learn strategies to support learning at home.
 - ELAC and Coffee with the Principal frequently address topics to support parents in participating in their child’s education.
 - Every week parents are notified through the weekly Family Bulletin of important events at school.
 - Kindergarten Reading on the Lawn is scheduled to encourage families to read with their children.
 - Celebrations such as Trimester Awards, Accelerated Reader (AR) assemblies, and Reclassification help communicate the value of the partnership between the families and the school.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- School communications, including print, video, and pictures, are sent home in both English and Spanish.
 - Translation is offered for all meetings.
 - Spanish translation is immediately available when necessary for a parent.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

(See all parental involvement activities listed under “d” of this section) In addition, meetings will be held by parent request.

2.3 Accessibility

McAuliffe School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- School communications, including print, video, and pictures, are sent home in both English and Spanish
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is available when necessary for a parent.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

At McAuliffe school, we understand that a supportive and effective learning environment is a pillar of academic success. This type of learning environment is provided through three characteristics: safety, student culture, and staff culture.

- Our safety plan is outlined in the Comprehensive School Safety Plan. This plan explains our measures for disasters, our policy on student behavior and classroom management.
- Our goal with student culture is to create a sense of belonging and joy when students are on campus. The different ways we accomplish this is through awards assemblies, extracurricular activities, and Reading Buddies.
- Teachers, support staff, and administrative staff attend various meetings and professional development to continue their learning and improve services for our students. Teachers collaborate weekly as a professional learning community.

High quality curriculum and instruction is delivered by certificated professional teachers who teach the California state standards with high expectations.

Parents are communicated all the ways in which they are responsible for supporting their children’s learning. Communication takes place via:

- State assessment results sent via Q
- Local assessment results communicated by the teacher through parent- teacher conferences.
- Progress toward grade level California State standards demonstrated through report cards
 - Parent-Teacher conferences and regular communication.

Parents are notified of the process to volunteer in the classroom. District protocols must be followed to volunteer.

Input and decisions by families related to the education of their children and positive use of extracurricular are welcome. Families have an opportunity to give input at SSC, ELAC, Chat with the Principal in more formal settings. Other input is encouraged through parent conferences, parent-request meetings, and informal conversations.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - McAuliffe teachers hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year.
 - The school compact is sent home in "Beginning of the Year" packets to all students. Students, families, and teachers sign and return them to school.
 - The compact is reviewed annually and revised as needed by SSC and ELAC.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - McAuliffe sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June).
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - The community is informed of ways to volunteer and observe on campus. A protocol is followed, and parents are encouraged to volunteer/observe.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Communication to families includes:

 - Weekly family bulletin
 - ParentSquare (e.g., alerts, posts, group/individual messages)
 - Updates on school website
 - Regular meetings (ELAC, SSC, Chat with the Principal)
 - Emails
 - Social Media
 - Teacher communication platforms: ParentSquare, Canvas, or Dojo
 - Parent conferences
 - Meetings at parent request

All meetings are held in a language that family members can understand.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



McKinna School

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Title I School-Level Parent and Family Engagement Policy McKinna Elementary School

August 1, 2024

2.0 With approval from the local governing board, McKinna Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council and English Learner Advisory Committee (ELAC). The policy reflects the Oxnard School District Strategic Plan (4.21-4.24). The school has distributed the policy to parents and family members of children served under Title I, Part A. Through parent email, our website, and directly to our parents and student iPads via application. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at McKinna Elementary, the following practices have been established:

- a) The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - Inform parents of their school's participation in the Title 1 program
 - Explain the requirements of Title 1
 - Explain the right of parents to be involved
 - Election of parents to advisory committees as needed
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, school site council, ELAC, Family Fridays, etc.

- Parent meetings are held at different days/times to accommodate parent availability
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate
 - A variety of different parent education programs are offered throughout the school year
- c) The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- McKinna holds annual Title 1 meeting
 - Title funds and activities are reviewed at school site council meetings throughout the school year, and adjustments are made based upon available data/information regarding the effectiveness of activities
 - Regular/ongoing messages with parents regarding opportunities for students regarding activities to support student achievement
 - Parent training, parent education, school site council, ELAC, Family Fridays, etc. are regularly offered and Title funds will be utilized to provide training, food, etc. for parent trainings/meetings
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - School holds annual Title 1 meeting
 - Timely information through parent emails, phone calls, flyers, Back to School Night, weekly updates, ELAC Committee, SSC, PTA, and Family Fridays (English/Spanish for all activities)
 - Parent/teacher conferences for all students after the first trimester, and as needed after the second trimester (translation available as needed)
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
 - Parent meetings including ELAC, SSC, and other meetings regularly where student achievement is presented with an opportunity for questions from parents
 - Parent/Teacher conferences for all students in the Fall, and as needed in the spring trimester. Parent/teacher conferences are also scheduled as necessary
 - Posting of California School Report Card annually as required
 - McKinna parents receive a parent/student handbook (in both English and Spanish)
 - McKinna parents receive a curriculum descriptions for English Language Arts

- and Math (in both English and Spanish)
 - The McKinna website provides information about the staff, classroom activities and parent resources
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
- If requested by parents, McKinna provides opportunities for regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible
 - Through informal requests for parent meetings, Back to School Night, and other parent training opportunities
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

McKinna will immediately submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District)

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- Assist parents in understanding the academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings
 - Hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year
 - Review state standards for the grade level at parent/teacher conferences
 - Explain and discuss student achievement expectations and results at ELAC and SSC meetings

- Discuss student achievement and opportunities for students at Back to School Night
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
- Parent trainings including parent workshops, school site council, ELAC, technology trainings, Family Fridays, A-G Requirement meetings, Literacy and Math Nights, etc. are offered throughout the school year as coordinated by the school administration, counselors, and outreach specialist
 - Family Fridays are held, where parents come read with their child and then stay for trainings on ways to support their child in reading, math, learn about resources and much more.
 - Various community agencies are invited to provide information to our families including presentations on healthy eating and more.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- Parent trainings including parent workshops, school site council, ELAC, technology trainings, Literacy Night, Math Night, A-G requirements, and PTA Art Nights, etc. are offered throughout the school year as coordinated by the school administration, counselor, social worker and outreach specialist
 - Professional development for teachers and support staff throughout the school year.
 - Parents are adequately represented on school/stakeholder groups including school site council, PTA, and ELAC.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent trainings including parent workshops, school site council, ELAC, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist
 - McKinna coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- All school communications, including print, video, and pictures, are sent home in both English and Spanish
 - Translation is offered for all committee meetings including SSC, ELAC, etc.
 - Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- McKinna immediately provides translation for parents in person, online, or on the telephone.
 - Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agenda/information requests.

2.3 Accessibility

McKinna to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, video, and pictures, are sent home in both English and Spanish
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their

children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- The school's responsibility to provide high-quality curriculum and instruction in a meaningful, supportive, and effective learning environment in which students served under Title 1 meet the statewide academic grade level content standards. This responsibility includes parent information about intervention and enrichment opportunities, staff availability to work directly with parents to support students, parent trainings on how to support students, and ongoing regular communication with parents regarding their students' progress including progress reports, parent conferences, implementation of parent monitoring tools within Canvas, and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - McKinna sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June)
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - McKinna regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including email, phone communication, Parent Square and parent/teacher conferences
 - McKinna Parents are welcome to observe in classrooms with previous notification to the school
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- McKinna regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes weekly updates, phone calls, email communication, voice messages, our district website, Parent Square, through our student applications on iPads, and through our school sponsored social media platforms.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



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Title I School-Level Parent and Family Engagement Policy

Ramona Elementary School

2024/2025

2.0 With approval from the local governing board, Ramona Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Through parent email, our website, and directly to our parents and student iPads via application. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Ramona Elementary, the following practices have been established:

- a) The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - Parents are informed of their school's participation in the title 1 program.
 - The requirements of Title 1 are explained.
 - The rights of parents to be involved is explained.
 - Election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening. It may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year, including parent workshops, parent training, tech training, SSC, ELAC, etc.
 - Parent meetings are held at different days/times to accommodate parent availability .
 - Title I funds are utilized to provide parent education opportunities for parents and translation is provided to encourage parents to participate.
 - A variety of different parent education programs are offered throughout the school year.

c) The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Ramona School holds an annual Title 1 meeting .
- Title funds and activities are reviewed at SSC meetings throughout the school year, and adjustments are made based on available data/information regarding the effectiveness of activities.
- Regular/ongoing messages are shared with parents regarding opportunities for students to participate in activities to support student achievement.
- Parent training, parent education, SSC, ELAC, etc., are regularly offered, and LCFF funds will be utilized to provide training, refreshments, etc.
- The Parent Involvement Policy is developed and reviewed with input from ELAC and SCC and approved by SSC.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Ramona School holds annual Title 1 meeting.
- Timely information is shared through parent emails, Back to School Night, weekly news video bulletins, ELAC, SSC, and PTA (English/Spanish for all activities).
- Parent/teacher conferences for all students are held after the first trimester and as needed in the second trimester (translation available as needed).

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Parent meetings, including ELAC, SSC, Coffee with the Principal, and other meetings are held regularly where student achievement is presented with an opportunity for questions from parents.
- Parent/Teacher conferences for all students are held in the fall and as needed in the spring. Parent/Teacher conferences are also scheduled, as necessary.
- Posting of the California School Accountability Report Card is done annually, as required.
- Ramona School parents receive a parent/student handbook (in both English and Spanish).
- Ramona School parents receive curriculum descriptions for English Language Arts and Math (in both English and Spanish) at Back to School Night and other times of the year.
- The Ramona website provides information about the staff, classroom activities, and parent resources.
- Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available on request.

3. If parents request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents are offered the opportunity to provide input for the School Plan for Student achievement during regularly scheduled parent meetings such as, ELAC, SSC and PTA.
- Informal requests for parent meetings, Back to School Night, and other parent training opportunities offer forums for parents to provide suggestions and be involved in decision making.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Ramona School will submit all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

2.2 Building Capacity for Involvement

To ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Parents will be provided assistance in understanding the academic content and achievement standards and how to monitor and improve the achievement of their child through general parent information and parent education meetings.
- Parent/Teacher conferences for all students are held in the fall and as necessary or as requested by parents throughout the school year.
- State standards for the grade level will be reviewed at Parent/Teacher conferences.
- Student achievement expectations and results will be discussed at ELAC, SSC, Coffee with the Principal, and Student Study Team meetings.
- Student achievement and opportunities for students to improve will be discussed at Back to School Night.

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

- Parent training, including parent workshops, SSC, ELAC, technology training, etc., are offered throughout the school year as coordinated by the school administration, counselors, and outreach specialists.

c) The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Parent training, including parent workshops, SSC, ELAC, technology training (Lexia, ST-Math, AR, MyOn, Canvas, Parent Connect), etc., are offered throughout the school year and coordinated by the school administration, counselor, and outreach specialist.
- Professional development for teachers and support staff are offered throughout the school year.
- Parents are adequately represented on school/educational partner groups, including SSC, ELAC and PTA.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Parent training including parent workshops, SSC, ELAC, technology training, etc. are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist.
- Ramona School coordinates with parents/families to ensure that we have parent representation at all district committees, including DELAC, Parent Advisory Committee, etc.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- All school communications, including print, video, and pictures, are sent home in both English and Spanish.
- Translation is offered for all committee meetings, including SSC, ELAC, etc.
- Spanish translation is immediately available when necessary. Mixtec translation is arranged through the OSD Mixtec translators.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Ramona School provides translation for parents in person, online, or via telephone.
- Parents are encouraged to participate in workshops and training, and parents are frequently asked at these meetings for suggestions about future meeting agendas/information requests.

2.3 Accessibility

The school to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school communications, including print, video, text, and emails, are sent home in both English and Spanish (voice messages are also sent in Mixtec).
- Translation is offered for all committee meetings, including SSC, ELAC, etc.
- Spanish translation is available for parents. Mixtec translation is arranged through the OSD Mixtec translators.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards and how each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - At Ramona School, this responsibility includes providing parent information about intervention and enrichment opportunities, ensuring staff availability to work directly with parents to support students, providing parent training on how to support students, and ensuring ongoing regular communication with parents regarding their child's progress, including progress reports, parent conferences, implementation of parent monitoring tools within Canvas, Lexia, and ST-Math and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent/Teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Parent/Teacher conferences are held for all students in the fall and as necessary or as requested by parents throughout the school year.
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Ramona School sends out formal standard progress notifications three times per year (after each trimester in November, March, and June).
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Ramona School regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members, including email, phone communication, and at Parent/Teacher conferences.
 - Ramona School parents are welcome to observe in classrooms with previous notification to the school.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Ramona School regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes weekly news bulletins, phone calls, emails, voice and text messages, school and district websites, student applications on iPads, and school-sponsored social media platforms.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Emilie Ritchen Elementary School

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Title I School-Level Parent and Family Engagement Policy

Emilie Ritchen Elementary

Last updated at 10 am on 8-30-24

2.0 With approval from the local governing board, [Ritchen Elementary School](#) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. At ELAC, SSC and PTA meetings, this policy was shared and reviewed. The school has also distributed this policy to parents and family members of children served under Title I, Part A. The policy is also posted on our website and sent home to all parents at the beginning of the year. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

Oxnard Empowers Strategic Plan 4.3 Parent and Family Resources: Create resources and tools and mobilize staff to support parents from underserved or marginalized groups with their child's student profile success and train them to become educational partners, while providing incentives for continued support in educational partnership

To involve parents and family members in the Title I program at Ritcher, the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]).

- Title I parent information meetings are held annually at back to school night.
 - Inform parents of their school's participation in the Title 1 program.
 - Explain the requirements of Title 1.
 - Explain the right of parents to be involved.
- Election of parents to advisory committees as needed.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]).

- Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings along with parent information and training meetings will be held both during the school and in the evenings.
 - Parent meetings are held regularly throughout the school year.
 - Parent workshops.
 - Parent tech trainings.
 - Parent meetings are held at different days/times to accommodate parent availability.
- Title I funds are utilized to provide parent educational opportunities for parents and provide translation to encourage parents to participate.

- A variety of different parent education programs are offered throughout the school year.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]).

- Ritche holds an annual Title 1 meeting during back to school night.
- Title funds and activities are reviewed at school site council meetings throughout the school year and adjustments are made based upon available data/information regarding effectiveness of activities.
- Parent training, parent education, school site council, ELAC, etc. are regularly offered and Title 1 funds will be utilized to provide training, food, etc for parent trainings/meetings.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]).

- This occurs at our SSC and ELAC meetings.
- School holds an annual Title 1 meeting.
- Timely information through parent emails, phone calls, flyers, Back to School Night, video bulletins, ELAC, SSC, and PTA (English/Spanish for all activities).
- Parent/teacher conferences for all students after the first trimester, and as needed after the second trimester (translation available as needed).

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B]).

- This also occurs throughout the school year as needed during our parent conferences, ELAC and SSC meetings.
- Parent/Teacher conferences for all students in the fall, and as needed in the spring trimester. Parent/teacher conferences are also scheduled as necessary.
- Posting of California School Report Card annually as required.
- Ritche parents receive a parent/student handbook (in both English and Spanish).
- The Ritche website provides information about the staff, classroom activities and parent resources.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]).

- This also occurs throughout the school year as needed during our parent conferences, ELAC and SSC meetings.
- If requested by parents, Ritchen provides opportunities for regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible.

4. If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]).

- The school immediately submits all written documentation of parent comments that reflect the program is not satisfactory.
- This also occurs throughout the school year as needed during our parent conferences, ELAC and SSC meetings.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

Oxnard Empowers Strategic Plan 4.2 FAMILY ENGAGEMENT & SUPPORT: Create family engagement opportunities that address community aspirations and needs.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]).

- This occurs throughout the school year as during our parent conferences, ELAC, SSC meetings and parent informational and education meetings.
- Assist parents in understanding the academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings.

- Hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year
- Review state standards for the grade level at parent/teacher conferences.
- Discuss student achievement and opportunities for students at Back to School Night.

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]).

- This occurs throughout the school year during our parent conferences, ELAC, SSC meetings and parent informational and education meetings.
- Parent training opportunities include parent workshops, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, counselors, and outreach specialist.

c) The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, [MB3] with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]). This occurs throughout the school year as during our parent conferences, ELAC, SSC meetings and parent informational meetings.

- Parent informational meetings and trainings are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist. These include:
 - Parent workshops and trainings.
 - School Site Council.
 - ELAC.
 - Technology trainings.
 - Video bulletins posted on our school website.
- Professional development for teachers and support staff throughout the school year.
- Parents are adequately represented on school/stakeholder groups including school site council, PTA, and ELAC.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]).

- This occurs throughout the school year as during our parent conferences, ELAC, SSC meetings and parent informational meetings.
- Parent trainings including parent workshops, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, counselor, and outreach specialist.
- Ritchen coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]).

- All of our parent meetings are held in both Spanish and English as needed.
- All school communications, including print, video, and pictures, are shared with parents/families in both English and Spanish.
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Ritchen immediately provides translation for parents in person, online, or on the telephone.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]).

- As the need arises from the feedback that we receive from our major stakeholders, our school provides the appropriate level of meetings to address the concerns or needs that are being expressed.
- Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for suggestions about future meeting agenda/information requests.

2.3 Accessibility

Oxnard Empowers Strategic Plan 4.4 COMMUNITY PARTNERSHIPS &

RELATIONSHIP BUILDING: Launch a community engagement initiative to build a strong positive and supportive community by creating a welcoming school environment and strong relationships with community organizations and businesses.

Ritchen, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]).

- All of our parent meetings and all forms of written communication are done in both Spanish and English as needed.
- All school communications, including print, video, and pictures, are sent home in both English and Spanish.
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Ritchen provides translation for parents in person, online, or on the telephone.
- Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the utilization of OSD Mixteco translators.

2.4 School-Parent Compact

Oxnard Empowers Strategic Plan Goal 4: FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS → Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile.

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom;

and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1]).

- At Ritchen the staff is focused on three main goals that have to do with high academic achievement, meeting the needs of the whole child and building our school community. Our teachers through various classroom activities focus on building all three goals.
 - The school's responsibility is to provide high-quality curriculum and instruction in a meaningful, supportive, and effective learning environment in which students served under Title 1 meet the statewide academic grade level content standards.
 - This responsibility includes sharing information about intervention and enrichment opportunities with parents/families, staff availability to work directly with parents to support students, and parent education on how to support students.
 - Regular communication with parents regarding their students progress including progress reports, parent conferences, and implementation of parent monitoring tools within Canvas.
 - Creating a positive school climate through the implementation of SOAR (Safety, Ownership, Attention, Respect) and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A]).

- Hold parent/teacher conferences for all students in the fall and as necessary or requested by parents throughout the school year.
- The teachers at our school also use the Canvas platform to communicate daily the academic expectations and also to share out behavior reports as needed.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B]). The teachers at our school also use the Canvas platform to communicate daily the academic expectations and also to share out behavior reports as needed.

- Ritchen sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June)

- The teachers at our school also use the Canvas platform to communicate daily the academic expectations and also to share out behavior reports as needed.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C]).

- Ritchen regularly communicates with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including email, phone communication, and parent/teacher conferences.
- Ritchen Parents are welcome to observe in classrooms with previous notification to the school.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D]).

- All forms of communication with our families are done in both English and Spanish.
- Ritchen regularly communicates with parents, guardians, and stakeholders in an ongoing manner throughout the year.
- This communication includes video bulletins, phone calls, email, voice messages, our district sponsored school website, through our student applications on iPads, and through our school sponsored social media platforms.



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Title I School-Level Parent and Family Engagement Policy **Rose Avenue Elementary School 2024-2025**

2.0 With approval from the local governing board, Rose Avenue Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children.

Governance stakeholder groups such as School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA) were involved in the development of the parent and family engagement policy, with input provided by parents, community representatives, classroom teachers, and other school personnel.

The school has distributed the policy to parents and family members of children served under Title I, Part A. **Rose Avenue Elementary School provides information related to the policy to parents and family members during an annual school-wide Title I meeting. The policy document is readily available to parents and family members on the school website and physical copies of the policy are made available to parents and family members upon request.**

(EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Rose Avenue Elementary School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]).

At the beginning of each school year, Rose Avenue Elementary School

convenes an annual meeting to provide parents and family members information related to the school's participation in the Title I program, explain requirements of Title 1 and parent's rights to be involved. This annual meeting coincides with Back to School Night, which traditionally gathers the highest rate of parent and family member attendance.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]).

When scheduling meetings that involve parents and/or family members, Rose Avenue Elementary School staff work in partnership with parents to accommodate their schedules. Translation is provided by school/district personnel in the parents' primary language when needed. When parents are unable to come to the school, home visits are conducted by the Outreach Coordinator, Attendance Tech, and/or school administration to strengthen home-school connections on an as needed basis.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]).

Governance stakeholder groups such as School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA) were involved in the development of the parent and family engagement policy and the School Plan for Student Achievement (SPSA), with input provided by parents, community representatives, classroom teachers, and other school personnel. Both the engagement policy and the school plan are reviewed throughout the school year for improvement and are approved on an annual basis.

- d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
At the beginning of each school year, Rose Avenue Elementary School convenes an annual meeting to provide parents and family members information related to the school's participation in the Title I program. The timely information is sent via Back to School Night, Parent Square, Social Media Accounts (Facebook & Instagram), and at Committee Meetings (ELAC, SSC, and PTA).
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20

U.S.C. § 6318[c][4][B])

Information about the school's instructional program is shared with parents at Back to School Night. School administration reviews and updates the School Accountability Report Card in collaboration with district personnel on an annual basis. This report card includes specific information related to textbooks and instructional materials provided to all students for all core subjects (Language Arts, Math, Science, and Social Science). The district's Educational Services Department provides each school site an assessment calendar, consisting of both formative and summative (district-level and state-level) assessments, to measure student progress. Classroom teachers use the results of these assessments to inform parents of student progress throughout the school year, including parent-teacher conferences and trimester report cards. Student Score Reports for State assessments, such as the CAASPP and ELPAC, are available to school families. The School Principal shares achievement levels and academic data during Parent Meetings (ELAC and SSC). The Rose Avenue website provides information about the staff, classroom activities and parent resources.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents can request a conference to meet with their child's teacher at any time. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator, Counselor, and Principal to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, Literacy/Math/Science, A-G requirements, Report Cards, district applications/technology platforms, and how to support students' academic and social-emotional needs. Parent Meetings, Parent/Teacher Conferences, Parent/Family trainings and workshops will be made available via in-person and virtual formats as we adhere to the needs of our families.

- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

The School Plan for Student Achievement (SPSA) is developed on an annual basis with input from parent groups (e.g., School Site Council, ELAC, PTA). School administration and staff also receive comments from parents throughout the school year with recommendations on how to improve the schoolwide plan in meeting students' and family needs. This feedback is provided during Parent Meetings which include ELAC, SSC, PTA and Coffee with the Principal. These recommendations are considered when monitoring the effectiveness of the plan's implementation and when revisions to the plan are necessary.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Rose Avenue Elementary School offers parent nights, including Back to School Night, to engage families in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child's teacher to review achievement data and identify strategies for improving student success. Parent Nights and Parent/Teacher Conferences will be made available via in-person and virtual formats as we adhere to the needs of our families. To build capacity, the school has planned the following Family Workshops this school year: Literacy Night, Math Night, Science Night, College Awareness: A-G Requirements, Technology/Application Night, Report Cards, and Social Media: Antibullying.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

Parent trainings and educational workshops are coordinated and

provided by the school's Outreach Coordinator, Counselor, and Principal to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, district apps/technology platforms, and how to support students' academic and social-emotional needs. Currently, trainings and workshops are provided via in-person and virtual formats as we adhere to the needs of our families.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

In order for students to achieve their fullest potential, we know that parent and family engagement plays a critical role in ensuring students' educational success. Rose Avenue Elementary School continues to strengthen home-school connections established with parents by maintaining consistent communication (Parent Square, Flyers, and Social Media Accounts) and hosting frequent Parent Meetings (ELAC, SSC, and Coffee with the Principal). Teachers and staff are expected to value parents as equal partners and to maintain communication with parents on an ongoing basis. The School Principal will train and support teachers during Staff Meetings on how to establish positive connections with school families.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Parent involvement programs and activities with other Federal, State, and local programs are coordinated at the district-level. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator, Counselor, and Principal to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, district apps/technology platforms, and how to support students' academic and social-emotional needs. Currently, trainings and workshops are provided via in-person and virtual formats as we adhere to the needs of our families.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. §

6318[e][5])

Rose Avenue Elementary School ensures that information sent to parents is provided in the parents' primary language, which, in most cases, is either in English or Spanish. We provide information for all meetings and programs via Parent Square, Flyers, Social Media Accounts, and our School Website. The School also offers translation for all Committee Meetings including SSC, ELAC, and PTA. The school district also provides alternate language resources when applicable.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) **Upon parent request, Rose Avenue Elementary School provides further support to involve parents and families in school-related programs and activities to ensure student success. Rose Avenue Teachers and Support Staff plan to host Parent Nights to showcase student work and to support families with students' academic and social emotional needs.**

2.3 Accessibility

Rose Avenue Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

The school's Outreach Coordinator provides specific and targeted support to families of special student populations (English Learners, Students with Disabilities, Migrant, McKinney-Vento) to ensure equitable access to available school, district, and county-level resources, while ensuring students' academic and social-emotional needs are being met in order to increase students' potential for achieving school success. Rose Avenue Elementary School ensures that all communication and information sent to parents is provided in the parents' primary language, which, in most cases, is either in English or Spanish. We provide information for all meetings and programs via Parent Square, Flyers, Social Media Accounts, and our School Website. The School also offers translation for all Committee Meetings including SSC, ELAC, and PTA. The school district also provides alternate language resources when applicable.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children

served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
Rose Avenue Elementary School is committed to providing the best educational program possible for our students. We are dedicated to ensuring Rose Avenue Elementary School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Throughout the 2024-2025 school year, Rose Avenue Elementary School will emphasize building rigor across all grade levels and all core content areas with an emphasis on Science and Wellness, our school's Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. This responsibility includes parent information about intervention and enrichment opportunities, staff availability to work directly with parents to support students, parent trainings on how to support students, and ongoing regular communication with parents regarding their students' progress. This includes progress reports, parent conferences, implementation of parent monitoring tools within Canvas, and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
During the fall and spring, Rose Avenue Elementary School will coordinate Parent/Teacher Conferences to invite parents to collaborate with their child's teacher to review school expectations, agreements of the compact, student achievement data and identify strategies for improving student success. Upon parent requests,

Parent/Teacher conferences will also be available throughout the year.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Report cards are provided to parents at the end of each trimester to inform parents of students' academic progress across all grade levels.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Rose Avenue Elementary School follows the district's guidelines for parent volunteers to ensure student safety. The School Principal will encourage these efforts and supports during Parent Meetings (ELAC, PTA, Coffee with the Principal, and PTA). Parents are encouraged and supported to complete the district guidelines in order to be cleared to participate in classrooms as parent volunteers. Parents can also request to schedule an appointment with site administration to visit classrooms for a limited period of time so as not to interfere with the classroom learning environment.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Rose Avenue Elementary School provides ample opportunities for two-way communication during Parent Meetings which include ELAC, SSC, PTA, and Coffee with the Principal. We also provide school information via technological resources (e.g., school website, Parent Square, flyers, letters) to parents and families in English and Spanish. Bilingual interpreters assist English-only speaking teachers when communicating with Spanish speaking families (e.g., Parent/Teacher conferences, family nights, parent workshops). The school district also provides alternate language resources when applicable.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A service*

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Title I School-Level Parent and Family Engagement Policy Sierra Linda Elementary School 2024-2025

2.0 With approval from the local governing board, Sierra Linda Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. Our plan is distributed through paper copies sent in the beginning of the school year packet sent to families, and our website. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

Oxnard Empowers Strategic Plan 4.3 Parent and Family Resources: Create resources and tools and mobilize staff to support parents from underserved or marginalized groups with their child's student profile success and train them to become educational partners, while providing incentives for continued support in educational partnerships.

To involve parents and family members in the Title I program at Sierra Linda Elementary, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) This portion is done at Back-to-School Night.
 - Parents will be informed of their school's participation in the Title I program.
 - Requirements of Title I are explained.
 - Rights of parents to be involved are explained.
 - Election of parents to advisory committees occurs, as needed.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
 - Parent meetings are held regularly throughout the school year including parent workshops, parent trainings, tech trainings, SSC, ELAC, PTA, Coffee with Principal, Coffee with Outreach Specialist and Counselor, etc.

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- Parent meetings are held at different days/times to accommodate parent availability and participation.
 - Title I funds are utilized to provide parent education opportunities for parents and provide translation to encourage parents to participate in the school.
 - A variation of different parent education programs are offered throughout the school year.
 1. Family Literacy Nights
 2. Family Math Nights
 3. Family Technology Nights
 4. Family STEAM nights
 5. Back to School Night
 6. Open House Night
 7. Parenting classes
 8. Socio Emotional Health Parent Meetings
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) Parent Needs assessment survey helps Sierra Linda collect data on family needs.
- Sierra Linda Elementary holds regular Title 1 meetings during the school year, such as Back to School Night, Open House, and Coffee with the Principal meetings.
 - Title funds and activities are reviewed at School Site Council meetings throughout the school year, and adjustments are made based on available data/information regarding the effectiveness of activities.
 - Regular/ongoing messages with parents regarding opportunities for students to participate in activities which support student achievement.
 - Parent training, parent education, SSC, ELAC, Coffee with the Principal, Coffee with Counselor and Outreach Specialist, PTA etc. are regularly offered and Title funds will be utilized to provide training, materials, refreshments, etc. for parent trainings/meetings (for in-person meetings/trainings).
 - The Parent Involvement Policy is developed and reviewed with input from ELAC and SSC and approved by SSC.
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - Sierra Linda holds regular Title 1 meetings.
 - Timely information is provided through parent emails, Back to School Night, Open House, ELAC, SSC, Coffee with the Principal, and PTA (interpretation in English/Spanish for all activities and Mixteco as needed).
 - Parent/teacher conferences for all students are held after the first trimester, and as needed after the second trimester (translation available as needed).

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2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Teachers share information about the adopted curriculum during Back-to-School Night.
- Parent meetings including ELAC, SSC, and other meetings are held regularly where student achievement data is presented with an opportunity for questions from parents.
- Parent/Teacher conferences for all students are held in the fall, and as needed in the spring trimester. Parent/Teacher conferences are also scheduled as necessary throughout the school year.
- Posting of California School Accountability Report Card is done annually, as required.
- Sierra Linda posts, on our website, links to content area standards for all grades (in both English and Spanish).
- Standards Based Report cards are sent home at the end of each trimester.
- Student state testing results (ELPAC and CAASPP) are made available through Parent Connect. Hard copies are available upon request.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- At Sierra Linda Elementary, parents are offered the opportunity to provide input for the School Plan for Student Achievement during regularly scheduled parent committees such as ELAC, SSC, and PTA.
- If requested by parents, Sierra Linda Elementary provides opportunities for regular meetings to formulate questions and to participate, as appropriate, in decisions relating to the education of their child, and responses to any such suggestions are provided as soon as feasibly possible.
- Informal requests for parent meetings, Back to School Night, Coffee with the Principal, Chat with Outreach Specialist and Counselor, and parent training and other opportunities are offered for parents to participate in decision making.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Sierra Linda Elementary will submit, as soon as practicably possible, all written documentation of parent comments that reflect that the program is not satisfactory to the LEA (Oxnard School District).

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2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

Oxnard Empowers Strategic Plan 4.2 FAMILY ENGAGEMENT & SUPPORT: Create family engagement opportunities that address community aspirations and needs.

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - Parents will be provided assistance in understanding academic content and achievement standards and how to monitor and improve achievement of their child through general parent information and parent education meetings.
 - Parent/Teacher conferences for all students will be held in the fall and as necessary or as requested by parents throughout the school year.
 - State standards for the grade level will be reviewed at Parent/Teacher conferences.
 - Student achievement expectations and results will be discussed at ELAC and SSC meetings.
 - Student achievement and opportunities for students to improve will be discussed at Back to School Night.
 - Sierra Linda posts links to all the content area standards for all students (in both English and Spanish), on our website.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
 - Parent trainings including parent workshops, SSC, ELAC, technology trainings, and other topics are offered throughout the school year as coordinated by the school administration, School Counselor, and the Outreach Specialist.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

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- Parent trainings including parent workshops, SSC Training, ELAC/DELAC Training, Reading and Math Nights, Technology trainings (Parent Square, AR), etc. are offered throughout the school year as coordinated by the school administration, teachers, School Counselor, and the Outreach Specialist.
 - Professional development for teachers and support staff are offered throughout the school year.
 - Parents are adequately represented on school/education partner groups at the site and district level including SSC, PTA, ELAC, DELAC and Parent Advisory Committee.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- Parent trainings including parent workshops, SSC, ELAC, Reading and Math Nights, technology trainings, etc. are offered throughout the school year as coordinated by the school administration, teachers, school counselor, and the outreach specialist.
 - Sierra Linda Elementary School coordinates with parents/families to ensure that we have parent representation at all district committees including DELAC, Parent Advisory Committee, etc.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- All school communications, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish.
 - Translation is offered for all committee meetings including SSC, ELAC, PTA, etc.
 - Spanish translation is immediately available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators as needed.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Sierra Linda Elementary provides immediate translation for parents in person, online, or on the telephone.
 - Parents are encouraged to participate in workshops and trainings, and parents are frequently asked at these meetings for recommendations about future meeting agenda/information requests.
 - Parents are encouraged to participate and provide suggestions for trainings/topics of interest through the annual Needs Assessment Survey.

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2.3 Accessibility

Sierra Linda Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Oxnard Empowers Strategic Plan 4.4 COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING:

Launch a community engagement initiative to build a strong positive and supportive community by creating a welcoming school environment and strong relationships with community organizations and businesses.

- All school communication, including print, audio phone messages, video, and pictures, are sent home in both English and Spanish.
- Translation is offered for all committee meetings including SSC, ELAC, etc.
- Spanish translation is available when necessary for a parent. Mixteco translation is arranged through the OSD Mixteco translators.
- Sierra Linda Elementary posts on our website links to content standards for all grades and all content areas (in both English and Spanish).

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - At Sierra Linda, this responsibility includes providing parents information about intervention and enrichment opportunities, ensuring staff availability to work directly with parents to support students, providing parent trainings on how to support students, and

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ensuring ongoing regular communication with parents regarding their students' progress, including progress reports, parent conferences, implementation of parent monitoring tools within Q and Canvas, and creating a positive school climate through the implementation of CHAMPS and other programs to create a safe and nurturing school and classroom environment that is conducive to learning.

- Sierra Linda Elementary School posts links, on our website, to content area standards for all students (in both English and Spanish).
- Parents are encouraged to participate in their child's education by volunteering in their child's class with clearance from our district office and approval from the site.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - Parent/Teacher conferences for all students are held in the fall, and as necessary, or as requested by parents throughout the school year.
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - Sierra Linda Elementary School sends out formal grade notifications three times per year (at the conclusion of each trimester in November, March, and June).
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - Sierra Linda Elementary communicates regularly with parents regarding the variety of ways in which parents/guardians can directly communicate with staff members including LMS Canvas, Parent Square (email, phone communication, Texts), parent/teacher conferences, and other school approved platforms (such as ClassDojo).
 - Sierra Linda Elementary School Parents are welcome to observe in classrooms with previous notification to the school and approved Volunteer Form on file.
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - Sierra Linda Elementary School communicates regularly with parents, guardians, and stakeholders in an ongoing manner throughout the year. This communication includes video bulletins, email communication, audio phone messages, and texts, the use of our district website, through our student applications on iPads, and through our school sponsored social media platforms.

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- Sierra Linda Elementary School will seek input from families through the ELAC Parent Survey, OSD surveys, parent meetings, etc.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

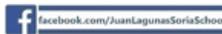
***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



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Title I School-Level Parent and Family Engagement Policy

Juan Lagunas Soria School

2.0 With approval from the local governing board, Juan Lagunas Soria School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The policy is created and approved annually with input and feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school has distributed the policy to parents and family members of children served under Title I, Part A. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA) were involved in the development of the parent and family engagement policy, with input provided by parents, community representatives, classroom teachers, and other school personnel. Juan Lagunas Soria School disseminates information related to the policy to parents and family members during an annual school-wide Title 1 meeting. The policy document is readily available to parents and family members on the school website and physical copies of the policy are made available to parents and family members upon request.

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Juan Lagunas Soria School, the following practices have been established:

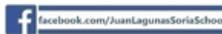
- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]).



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At the beginning of each school year, Juan Lagunas Soria School convenes an annual meeting to provide parents and family members information related to the school's participation in the Title I program. This annual meeting coincides with Back to School Night, which traditionally garners the highest rate of parent and family member attendance.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]).

When scheduling meetings that involve parents and/or family members, Juan Lagunas Soria school staff work in partnership with parents to accommodate their schedules and provide child care. Translation is provided by school/district personnel in the parents' primary language, when needed. When parents are unable to come to the school, home visits are conducted by the Outreach Coordinator, Attendance Tech, and/or school administration to strengthen home-school connections.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]).

Governance education partner groups such as School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA) were involved in the development of the parent and family engagement policy and the School Plan for Student Achievement (SPSA), with input provided by parents, community representatives, classroom teachers, and other school personnel. Both the engagement policy and the school plan are reviewed throughout the school year for improvement and are approved on an annual basis.

- d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

At the beginning of each school year, Juan Lagunas Soria School convenes an annual meeting to provide parents and family members information related to the school's participation in the Title I program.



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SSC regularly monitors Title I funding and the programs supported by those funds at regular SSC meetings throughout the year.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

School administration reviews and updates the School Accountability Report Card in collaboration with district personnel on an annual basis. This report card includes specific information related to textbooks and instructional materials provided to all students for all core subjects (reading/language arts, math, science, and history- social science). The district's Educational Services Department provides each school site an assessment calendar, consisting of both formative and summative (district- level and state-level) assessments, to measure student progress. Classroom teachers use the results of these assessments to inform parents of student progress at key timepoints throughout the school year (e.g., parent-teacher conferences, trimester report cards, etc.). Student Score Reports for State assessments, such as the CAASPP and ELPAC, are available to school families.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents can request a conference to meet with their child's teacher at any time. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as performing significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academic and social- emotional needs.



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(805) 385-1584 Fax: (805) 815-4216



- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

The School Plan for Student Achievement (SPSA) is developed on an annual basis with input from parent groups (e.g., SSC, ELAC, PTA). School administration and staff also receive comments from parents throughout the school year with recommendations on how to improve the schoolwide program plan in meeting students' and family's needs. These recommendations are taken into account when monitoring the effectiveness of the plan's implementation and when revisions to the plan are necessary.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Juan Lagunas Soria School offers parent nights, including Back to School Night, to engage education partners in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

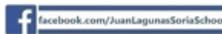
Parent University, parenting classes, and educational workshops are coordinated and provided by the school's Outreach Coordinator and Counselor to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent



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engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academic and social-emotional needs.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

In order for students to achieve their fullest potential, we know that parent and family engagement plays a critical role in ensuring students' educational success. Juan Lagunas Soria school prides itself on the strong home-school connections established with parents. Teachers and staff are encouraged, supported, and expected to reach out to, communicate with, and work with parents as equal partners on an ongoing basis using tools available to them such as Parent Square, Canvas, phone calls, email, etc..

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Parent involvement programs and activities with other Federal, State, and local programs are coordinated at the district-level. Juan Lagunas Soria school currently does not host a public preschool program nor a parent resource center. However, parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator and Counselor to improve parents' ability to support their children's learning.

These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academic and social-emotional needs.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])



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Juan Lagunas Soria school ensures that information sent to parents is provided in the parents' primary language, which, in most cases, is either in English or Spanish. The school district also provides alternate language resources when applicable.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
Upon parent request, Juan Lagunas Soria school provides further support to involve parents and families in school-related programs and activities to ensure student success.

2.3 Accessibility

Juan Lagunas Soria School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

The school's Outreach Coordinator provides specific and targeted support to families of special student populations (English Learners, students with disabilities, migrant, McKinney-Vento) to ensure equitable access to available school, district, and county-level resources, while ensuring students' academic and social/emotional needs are being met in order to increase students' potential for achieving school success.



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2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school- parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20

U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

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 welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2023-24 school year, Juan Lagunas Soria School will emphasize building rigor across all grade levels and all core content areas and building the biliteracy skills of our students in our DLI strand. We will ensure students can access the standards through scaffolding instruction to strengthen students' skills on grade-level. Students are encouraged and supported 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 common core mathematic strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in mathematics.



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In order for students to achieve their fullest potential, we know that parent and family engagement plays a critical role in ensuring students' educational success. Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community educational partners to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the SSC, ELAC and PTA. These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as performing significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

During the fall and spring, Juan Lagunas Soria school will coordinate Parent/Teacher Conferences to invite parents to collaborate with their child and their child's teacher to review school expectations, student achievement data and identify strategies for improving student success.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Report cards are provided to parents at the end of each trimester to inform parents of students' academic progress across all grade levels. In addition, mid-trimester progress reports are provided to parents for 6th – 8th grade students receiving Ds and/or Fs.



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3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Juan Lagunas Soria School follows the district's guidelines for parent volunteers to ensure student safety. Parents are encouraged and supported to complete the district guidelines in order to be cleared to participate in classrooms as parent volunteers. Parents can also request to schedule an appointment with site administration to visit classrooms and/or special programs (e.g., Dual Language Immersion) for a limited period of time so as not to interfere with the classroom learning environment.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Juan Lagunas Soria School provides communication (e.g., Parent Square, school website, flyers, letters) to parents and families in English and Spanish. Bilingual interpreters assist English-only speaking teachers when communicating with Spanish speaking families (e.g., Parent/Teacher conferences, family nights, parent workshops). The school district also provides alternate language resources when applicable.

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services*



OSD's Title I Parent and Family Engagement Policies

January 15, 2025

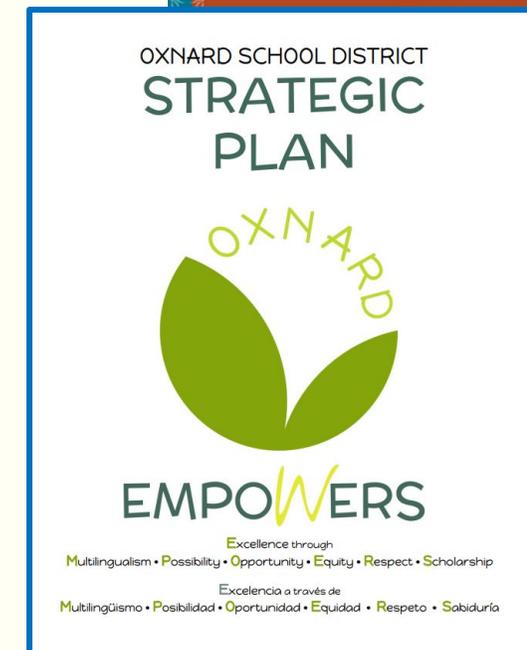
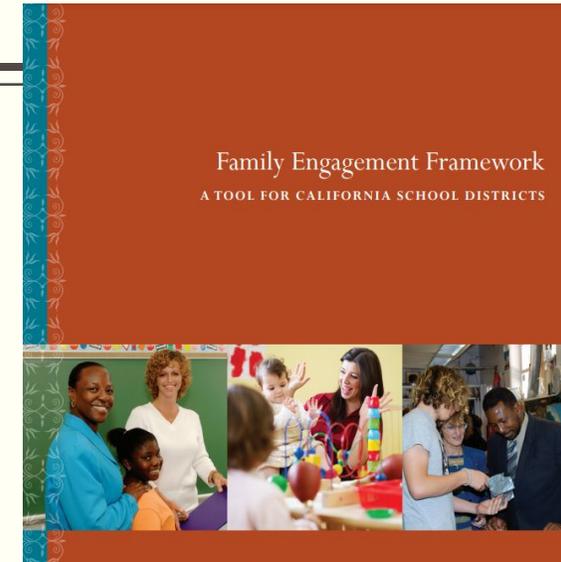
Teresa Ruvalcaba
Equity, Family & Community Engagement Manager

Karina Lopez
Parent Support Liaison



Background Information: District Policy

- Complies with the California School Boards Association (CSBA) requirements: [Policy 6020-Parent Involvement](#); last reviewed on 05/01/2020.
- Meets the requirements of Board Policy 6020 adopted on 11/16/2011. Last modified on October 27, 2020.
- Meets Title I, Part A requirements: It was **developed** and **revised** with **input** from parents: DELAC and FACE Advisory Groups. It will be **distributed** to families after Board approval.
- Written in the [NEW TEMPLATE](#) recommended by the state, which includes the requirements of Title I, Part A, of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA).
- Builds on the principles of the [California Family Engagement Framework](#).
- Aligns with the OSD's Strategic Plan, Oxnard EMPOWERS; adopted in 2023. The priority actions for the 2024-2025 school year are 4.2.1, 4.2.2, 4.2.3, and 4.2.4.



Background Information-School-Level Policies

- Meet Title I Requirements: Policies were updated with input from diverse parent groups, such as the School Site Council (SSC), the Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC). They will be distributed to families after the Board's approval.
- Written in the new TEMPLATE required by the state, which includes Title I requirements.
- Build on two of the five action areas of the California Family Engagement Framework: Capacity Building and Access and Equity.
- Support Action 1 of the District's Local Control Accountability Plan (LCAP), Goal 4.
- Reviewed by the Equity, Family & Community Engagement Manager, and feedback provided as needed.
- Aligned with OSD's strategic plan's priority actions in family engagement.

Oxnard EMPOWERS: Family Engagement Priority Actions

- Action 4.2.1: Adopt a family engagement framework consistent with Oxnard EMPOWERS and align family engagement and parent support services to that framework.
- Action 4.2.2: Design structures and spaces at every site to promote and ensure parent voice, agency, involvement, and leadership development.
- Action 4.2.3: Develop coherent classrooms and school-based opportunities for parent participation and involvement in students' learning lives and showcase parents' strengths, talents, and expertise.
- Action 4.2.4: Ensure participation, involvement, and support of our African American, Mixteco, Asian-Pacific Islander, and Emergent Multilingual Learner parents in their children's education.

The collage features several key elements:

- Family Engagement Framework:** A document cover with the title "Family Engagement Framework" and subtitle "A TOOL FOR CALIFORNIA SCHOOL DISTRICTS". It includes a photo of a diverse group of people interacting.
- Oxnard EMPOWERS Logo:** A green leaf-shaped logo with "OXNARD" written above it and "EMPOWERS" below it.
- TAKING ACTION FOR SUCCESS:** A green banner with white text.
- OSD Student Profile:** An infographic titled "OSD Student Profile" with the subtitle "Oxnard School District students will be promoted from our schools with the following traits:". It lists six student profiles:
 - Innovator:** Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
 - Problem Solver:** Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
 - Achiever:** Students will be able to demonstrate their knowledge on local and state measures in all academic areas.
 - Global Thinker:** Students will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.
 - Collaborator:** Students will be collaborative learners; able to communicate and learn through and with others.
 - Digital Learner:** Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.
 - Focused on the Future:** Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

Capacity Building

- **Families:** Families have participated in various parent workshops connected to student learning at the district and site levels. These include A-G requirement presentations, literacy through family reading nights, ParentSquare, Project 2 Inspire, embracing diversity, drug awareness, ESL classes, and Plaza Comunitaria.
- **Teachers:** Family engagement workshops were offered in the Summer of 2024.
- **Outreach Specialists (ORCs):** In collaboration with their site administrators, ORCs continue strengthening their Parent and Family Engagement Action Plans, which are aligned with the California Family Engagement Framework, Title I School-Level Parent and Family Engagement Policies, and Oxnard EMPOWERS.
- **Principals:** Continue to align their Title I Parent and Family Engagement Policies with the California Family Engagement Framework and the priority actions for family engagement in Oxnard EMPOWERS.

**¿Quiere terminar su primaria gratis?
¿Le gustaría aprender a leer y escribir?**

El Distrito Escolar de Oxnard y Plaza Comunitaria CABE tiene esta oportunidad para usted!
¡Venga y participe con nosotros a la sesión de orientación, el día 8 de enero, 2014 a las 6:30 pm por Zoom: <https://oxnardsd.zoom.us/j/83570668744>

DOCUMENTOS QUE SE NECESITAN PARA SU REGISTRO

- Alfabetización
- Acta de nacimiento o pasaporte
- Identificación
- Fotografía digital

Primaria

- Acta de nacimiento o pasaporte
- Fotografía infantil digital

Para más información contacte a:

- Alberto Mendoza
Especialista de Padres
(805) 385-1501 ext. 2358
- Teresa Ruvalcaba
Gerente de Equidad e Involucramiento de las Familias y La Comunidad
(805) 385-1501 ext. 2351

cabe

Parents and guardians are invited to attend:

Embracing Diversity
Discussing Race and Racism at Home

WestEd will facilitate an interactive workshop for parents and caregivers on affirming the ethnic, cultural, and linguistic diversity of students and families in the Oxnard School District. Families are invited to learn strategies for discussing race and racism with their students at home to support an inclusive learning environment at school. There will be Spanish and Mixteco interpretation.

Join us at one of these two workshops!

November 14, 2024	January 23, 2025
Time: 6:00pm-7:30pm	Time: 6:00pm-7:30pm
Location: Soria School Address: 3101 Dunkirk Dr. Oxnard, CA 93035	Location: Kamala School Address: 634 W Kamala St. Oxnard, CA 93033

Refreshments and childcare will be provided

For questions please contact:
Karina Lopez
Parent Support Liaison
(805) 385-1501 Ext. 2358

Capacity Building

- Capacity building through the District's English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), the Family and Community Engagement (FACE) Advisory Group, and the Special Education Community Council
- Individual meetings with principals and ORCs to discuss family engagement plans and next steps
- Piloting Academic Parent Teacher Teams at Kamala School
- Customer service training



Access & Equity

- Bilingual Family Engagement & LCAP Panorama surveys
- Translation and interpretation in Spanish, Mixteco, and other languages
- Cultural events
- In-person, Zoom, and hybrid parent meetings
- Transportation or carpooling to parent events
- Variety of communication channels
- ORCs conduct ongoing outreach to all families
- Family Resource Fairs and the Family Resource Center link OSD families to district and community support services and programs



Family Resource Center

Family Resource Center's Goal: To connect children and families with district and community resources and services.

Hours of Operation: 8:00 AM-5:00 PM
Monday-Friday



Basic Needs: Resources and Services

❖ Community Partnerships

- Interface
- The Coalition for Family Harmony
- Ventura County Behavioral Health
- Ventura County Public Health
- Children's Resource Program
- Clínicas del Camino Real

❖ Agencies Supporting Families

- Shelter Care Resources
- Salvation Army
- Healthy Families
- Community Action of Ventura County
- School on Wheels

❖ Support On-Site



Beyond Basic Needs: Family Engagement

◆ Parent Classes and Workshops

- Project 2 Inspire
- English as a Second Language (ESL)

◆ Parent Advisory Groups

- District English Learner Advisory Committee
- Parent Advisory Committee
- Parent Teacher Association
- Family and Community Engagement Advisory Group
- Special Education Community Council

Partnership with Driscoll's: Winter Basket Giveaway



Acompáñanos a nuestras clases de inglés GRATUITAS en Kamala Elementary School

INSCRIPCIÓN ABIERTA
Semestre de otoño 10/21/2024 al 12/19/2024

DÍA: LUNES - JUEVES
HORA: 6:30 PM - 8:30 PM
DIRECCIÓN: 634 W KAMALA ST. OXNARD, CA 93033 SALÓN 102

Se ofrece cuidado de niños

CONTACTÉMONOS PARA MÁS INFORMACIÓN
805 385-2586
oxnardadulted.us



6:30 PM: Spanish Workshop

Location
Lopez Academy MPR Room
647 Hill St, Oxnard, CA 93030

For more information please contact
Karina Lopez
Parent Support Liaison
(805) 385-1501 Ext. 2358

TALLER DE TOMA DE CONCIENCIA SOBRE LAS DROGAS

El Departamento de Salud Conductual del Condado de Ventura dirigirá un taller sobre lo que los padres necesitan saber sobre la marihuana, los comestibles y el vapeo y cómo afecta al cerebro de los adolescentes. Hablaremos sobre qué son los opiáceos, el fentanilo y las pastillas falsas y aprenderemos sobre la seguridad de los medicamentos. Además, conozca las señales del consumo de drogas y consejos sobre cómo evitar que sus hijos las consuman.

Fecha
Jueves 24 de octubre

Hora
5:00 PM: Taller en inglés
6:30 PM: Taller en español

Lugar
Lopez Academy MPR Room
647 Hill St, Oxnard, CA 93030

Si tiene preguntas por favor contacte a:
Karina Lopez
Enlace de Apoyo a los Padres
(805) 385-1501 Ext. 2358



PROJECT 2 Inspire calbe

Calbe is a partnership between Cal State and the local community.

Project 2 INSPIRE is a program that encourages family, school, and community involvement. Inspire and motivate parents to get involved in their child's education. Learn why being an involved parent will improve your child's education. Empower yourself and support your child at the same time!

Workshops will be offered in English and Spanish!

For more information contact:
Karina Lopez
klopez@oxnardad.org
805-385-1501 ext. 2358

Communication/Outreach

How do families know we are here?

- Outreach Specialists
- Enrollment Center staff
- Brochure
- District website
- Word of mouth



Parent & Family Engagement Highlights: 2024-2025 SY

Family Resource Fairs



DELAC Potluck-Convivio



Site Level Family Engagement Events



Sierra Linda: Day of the Dead Family STEAM Night



Elm: Family Art Day

Site Level Family Engagement Events



Fremont: ELAC Family Recipe Night

CHRISTA MCAULIFFE PTA PRESENTS

Friday
December 6

FREE POPCORN!

MOVIE NIGHT
★ ★ UNDER THE STARS ★ ★

FEATURING: DESPICABLE ME 4

FREE ENTRANCE

Movie begins at 5:15 PM

MOVIE WILL BE OUTSIDE
Please bring a warm coat, a blanket and a chair.

PTA will be selling:
Water, chips, hot chocolate



McAuliffe: Movie Night Under the Stars

Site Level Family Engagement Events



Marina West: Books, Blankets and Bonding

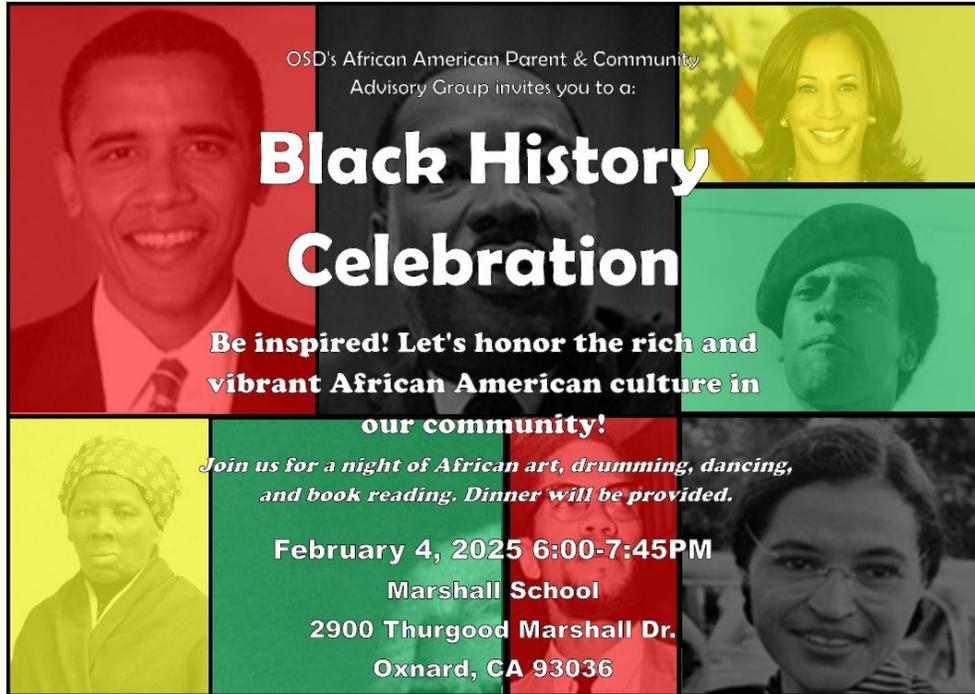


Curren: Día de Los Muertos



Juan Lagunas Soria: Parent University Night

Upcoming Events: Black History Celebration, Asian American and Pacific Islander Heritage Celebration, Cesar Chavez Student Writing & Art~ Awards Ceremony



OSD's African American Parent & Community Advisory Group invites you to a:

Black History Celebration

Be inspired! Let's honor the rich and vibrant African American culture in our community!

Join us for a night of African art, drumming, dancing, and book reading. Dinner will be provided.

February 4, 2025 6:00-7:45PM
Marshall School
2900 Thurgood Marshall Dr.
Oxnard, CA 93036





Questions? THANK YOU!

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption - BP/AR 5145.13 Response to Immigration Enforcement (DeGenna)

The new BP/AR 5145.13 Response to Immigration Enforcement is presented for Second Reading and Adoption, based on recommendations by CSBA (California School Boards Association).

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees adopt the new BP/AR 5145.13 Response to Immigration Enforcement at Second Reading, as presented.

ADDITIONAL MATERIALS:

Attached: [BP 5145.13_ Response To Immigration Enforcement \(4 pages\)](#)
[AR 5145.13_ Response To Immigration Enforcement \(3 pages\)](#)

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 | Last Reviewed Date: 05/01/2018

The Board of Trustees is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 200

Description

[Equal rights and opportunities in state educational institutions](#)

Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
Court Decision	Plyler v. Doe, 457 U.S. 202 (1982)
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Attorney General's Office
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
6142.3	Civic Education

6143

[Courses Of Study](#)

6143

[Courses Of Study](#)

6175

[Migrant Education Program](#)

6175

[Migrant Education Program](#)

Regulation 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 | **Last Reviewed Date:** 05/01/2018

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action

2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. District staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The Superintendent or designee shall encourage students and their families to update their emergency contact

information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: January 15, 2025

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: January 15, 2025

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: January 15, 2025

Agenda Section: Section G: Conclusion

ADJOURNMENT

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Salas ____, Gonzales ____, Madrigal Lopez ____, Melanephy ____, 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, January 10, 2025.

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A